

AUTHORS & GENRES: THE GOTHIC

FLME-4280-02

Contact Info:

Instructor: Tanya D. Zuk

Office Hours: Tuesday or
Thursday 2-4 pm

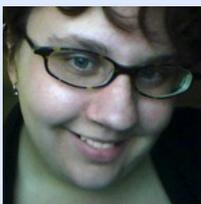
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About Me:

I am currently earning my Ph. D. in Moving Image Studies in the Communication Department at Georgia State University. My work at GSU has focused on new media and collaborative storytelling, with a particular emphasis on LGBTQ+ self-representations in transmedia narratives. I use a cultural studies approach that leans heavily on audience reception and fan studies in my research, keeping in mind text and industrial constraints.



Course Description

This course examines a genre that has persisted since the eighteenth century: the Gothic. Both popular and canonical, Gothic narratives walk an uneasy line between indulging the reader's desire for the thrill of a good ghost story and suggesting that the paranormal elements might all be the figment of an overactive imagination. The Gothic, in other words, is a genre that challenges the distinction between reality and imagination, truth and fiction.

What does it mean for something to be Gothic? How is the Gothic understood and adapted? This course considers how issues of mediation—the ways different media like film, television, web series, podcasts, video games, comics and even board games shape their content. How do the conventions of the Gothic adapt to visual and audio media? To different regional backgrounds? To different audiences?

Assignments

Show & Tell	10%
Online Discussion	20%
Reflections	30%
<i>Final Project</i>	
<i>Proposal</i>	5%
Outline	5%
Presentation	15%
Final Paper	15%

Grade Scale

97-100 A+	80-82 B-
93-96 A	77-79 C+
90-92 A-	70-76 C
87-89 B+	60-69 D
83-86 B	59-0 F

The last day to withdraw and receive a "PW" is **October 13th**. Withdrawals after the semester midpoint are automatically given a grade of "WF."



How have ideas about the ways media represent, record, and distort reality influenced the construction of Gothic narrative? What issues are addressed in the Gothic genres? How have the changed over time and why? Has Gothic evolve into something so far removed from its roots that it is no longer recognizable as Gothic?

Course Goals

By the end of this course you should be able to...

- Identify the major tropes and conventions of the gothic genre and their roles in storytelling
- Distinguish the medium specific aspects of the gothic genre tradition
- Trace the historical roots of classic, contemporary, and regional gothic traditions
- Interpret gothic works in regards to emotional/ phenomenological response and social commentary

Course Texts

Required readings will be available through eCourse Reserves (password Carmilla!) and iCollege. Most screenings will be available on iCollege or are readily available online. I have done my best to make most course texts available to you at no additional cost through the library [eReserves](#) and open source opportunities. However, there will be times throughout the semester where you may need to pay for a screening or game assigned for class. If these purchases are an undue burden to your finances, please reach out to me and I will see what we can do to provide an alternative.

Course Policies

Class Environment

This course is being offered in a hybrid format. Each week I will meet with you once a week on-campus (half of you on Tuesday & the other half on Thursday). Each week we will also have one lesson online. Yes, this reduces the risk of COVID-19 exposure, but it also allows us a more detailed and intimate discussion in-

class, and the opportunity to experience Gothic games in class.

It is in the best interests of you as an individual and us as a classroom to create a positive, inclusive, classroom environment— whether we are in person or online. One of the greatest challenges as an instructor is to provide an engaging, entertaining, and intellectual classroom experience. I need your collaboration to create the best educational experience for all involved. By participating in class discussion, being respectful of others opinions, and preparing for class we can all work together to create a creative and dynamic experience on and off screen.

Accommodation Statement

If you need special arrangements for a documented disability, please contact Disability Services at <http://disability.gsu.edu>. If you would like to share pertinent medical information, request special arrangements for class seating, or need special assistance in the event of a building evacuation, please contact me in the first week of class. I endeavor to make this class accessible to every student and will do my best to make this class fit your needs.

Basic Needs & Security Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in this course is urged to contact the Dean of Students for support. For immediate food assistance, visit Panther's Pantry. For emergency housing needs, visit Embark Network or Central OAC. If you are comfortable, please let me know what is going on. I am ready and able to make course accommodations based on your circumstances, and assist in providing resources.

Instructor Availability & Response Time

As a blended course, your class interaction with your classmates and I will take place in person and in iCollege on a regular, ongoing basis. I will be available for office hours on Tuesday and Thursday from 2-3 pm where you we can talk face-to-face or online via Zoom.

Discussions

There will be discussion boards throughout the semester as part of online lessons. Initial posts are due each **Thursday** of the week.

Substantive responses to **at least two** other classmate's posts are due by the last day of the course week (**Monday**).

Respond to the prompts and each other with clear, concise, and complete sentences. You may use video clips, pictures, and GIFs to complement your response.

DUE: All discussion content is due by 11:59 PM on the last day of the week (Mondays)

Show & Tell

Show: Each week at least one student will start the show & tell discussion off by bringing in one media text example (not assigned or discussed in the reading) that relates to the topic of the day.

Tell: The student leader will prepare at least three discussion questions that engage with the reading and the media text they brought in to share with the class.

Show & Tell media text and questions must be submitted by 11:59 PM the night prior to the class session.



You should send emails directly to me at tzuki@gsu.edu and I will generally provide a response within 24 hours.

Late Policy

All assignments must be submitted through the appropriate iCollege tool by 11:59 PM EST on the specified due date. Refer to the Assignment Guidelines and/or Rubrics for specific details on completing the assignments in this course.

Appeals

If you wish to appeal a grade: within a week of getting your assignment back you must hand in, along with the assignment you want re-graded, a typed one page paper explaining why you believe your grade was incorrect and should be regraded. I will respond in writing within a week. Please note, that re-grading does **NOT** guarantee a better grade.

Academic Honesty

Please note that by staying in this class you are agreeing to abide by all the standards of academic honesty in the [GSU Student Handbook](#) and by [standards specific to film classes](#) in the Department of Communication.

Subject to Change Statement

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. *I don't expect to invoke this clause*, but if I do, you will be notified as soon as possible. Any change will also be posted to iCollege.

Covid-19 Policies

Face Coverings

I will be wearing my face mask in class this semester, and you are required to wear yours. I know that face masks may make some aspects of class more difficult. It will be harder for us all to project our voices and read each other's facial expressions. However, I am

Reflections

During the semester you will be prompted to complete three reflections: Gothic–Old & New (9/21), Minority Gothic (10/12), and Alternative Gothics (11/16). Each reflection will be roughly 450-550 words and will require you to reflect on your experiences with gothic media texts. Specific prompts (or an option of prompts) will be available on iCollege.

Unlike discussion posts, these reflections are formal responses and as such require citations (as needed). Though you may use multi-media in your response including images, clips, and even interactive elements.

Final Project

There are several steps in the final project including a proposal, outline, presentation, and a paper.

You have two options for your final project. The first is a traditional research and analysis paper (2000 words) on a topic of your choosing, that you will present to the class.

The second is a less traditional approach, where you create a gothic media text of your own based on your research (and course content), which you then present to the class. This project could be a game, movie concept and trailer, TV pitch, or script.

In addition to the creative project, you will also have to provide a 1000-word paper on the research used to create your media object.

willing to sacrifice these elements since wearing a mask is one thing I can control to support the health and safety of our community. This is a new situation for all of us and if we start the semester off from a place of mutual understanding it will be easier for us all to get through this together. Be aware that wearing face mask is required by GSU and there is a penalty if you choose to not wear a mask. Our university community has a strong tradition of upholding the value of mutual respect; we therefore ask students to not engage in behavior that would be disruptive to class regarding this policy.

Assigned Seats

On the first day of in-person class, students should sit only in seats indicated by a blue GSU “sit here” label. Instructors will then create a seating chart. Students should sit in their assigned seats for each in-person class session. If a student becomes ill, the seating chart will help identify those who may have been in close contact.

Attendance Policy

The in-person and synchronous online portions of class is essential to instruction. Attending the assigned in-class sessions is one of the best ways to support student learning and to allow you to connect with your instructor and classmates. The in-class and synchronous sessions will enable you to ask questions and engage in class discussions and activities in a more-in depth and personal way.

If you develop a fever, cough or shortness of breath you should **NOT** go to class and should notify me immediately. I will work with you to develop a plan to complete the necessary course content, activities, and assessments in order to meet the course student learning outcomes. The attendance policy for this class is in alignment with the “Policy on Class Attendance” in the Student Code of Conduct.

Students who are unable to attend classes in-person should work with their academic advisers to build a schedule of fully online classes. Students who need accommodations for a disability should contact the Access and Accommodations Center at <https://access.gsu.edu/>.

Tips for Success!

- **Schedule a time** during the week to work on the online portion of the course just like the face-to-face session.
- **Read the information.** The directions for completing assignments are written in the course!
- **Do your own work!** Plagiarism is not acceptable and could make you fail the course.
- **Communicate** with your teacher regularly via email, virtual office hours, or Q&A forum.
- **Ask questions.** Let your teacher know when you don't understand something.
- **Stay Organized.** Save all the files for the course in the same folder.
- **Use a calendar** to schedule reminders for assignment due dates.
- **Complete** your assignments **on time**, doing your best work.
- Check your **email** regularly.
- **Make a copy of your answers for EVERYTHING** you turn in.
- **Download** any documents or files that you want to have access to offline.

Student Illness

If you develop a fever, cough or shortness of breath you should stay at home, not go to class or work, and stay away from other people. If you become sick or are required to quarantine during the semester, you should notify me, your instructor, as soon as possible. We will work together to develop a plan to complete the necessary course content, activities, and assessments in order to meet the course student learning outcomes.

Students in residence halls who report an infection will be asked to return home. For those unable to do so, GSU will provide a sequestered area that will allow residential students to isolate while infected.

Resources

Georgia State Writing Center

There are several small papers, as well as a final project required in this class. You may find over the course of the semester, that I refer you to The Writing Studio here at Georgia State. You can sign-up for a session at: <http://www.writingstudio.gsu.edu/>

Disability Services

If you need special arrangements for a documented disability, please contact Disability Services at <http://disability.gsu.edu>. If you would like to share pertinent medical information, request special arrangements for class seating, or need special assistance in the event of a building evacuation, please contact me in the first week of class. I endeavor to make this class accessible to every student, and will do my best to make this class fit your needs.

Grammarly

Grammarly is a web-based, automated proofreading and revision tool that provides grammar, spelling, and citation monitoring. Grammarly is free for who register an account using their Campus email address. Login here: bit.ly/gsu-grammarly

Lynda.com

Lynda.com offers an online library of business, software, technology and creative skills training. Free to Georgia State students, Lynda.com is an excellent resource for learning new software, business, and media topics and techniques. Login here: <https://www.lynda.com/signin/organization>



Course Schedule

All readings, screenings, and assignments are due by the start of class on the date below.

Green underlined readings are found in the eReserves for this course (password Carm11a!).

Week 1 8/25 – 8/31	Course Intro	Authors & Genre (Zoom) <ul style="list-style-type: none"> • <u>Wolf, "Circles of Authorship"</u> • <u>Jones, "The Canniness of the Gothic"</u> 	
Week 2 9/1 – 9/7	Gothic Genre <ul style="list-style-type: none"> • <i>Dracula</i> (Browning, 1931) • Kavka, "The Gothic on Screen" 	Gothic Tradition (Zoom) <ul style="list-style-type: none"> • <i>Rebecca</i> (Hitchcock, 1940) • Wheatley, "Gender Politics and the Gothic" 	
Week 3 9/8 – 9/14	Modern Gothic <ul style="list-style-type: none"> • <i>American Horror Story "Pilot"</i> & "Home Invasion" • Goddu, "American Gothic" 	Modern Gothic (Zoom) <ul style="list-style-type: none"> • <i>Crimson Peak</i> (del Toro, 2015) • <u>Kennedy, "Ann Radcliff's Legacy..." in <i>Gothic Afterlives</i></u> • Deighton, "<u>Crimson Peak and Gothic Girlhood</u>" 	
Week 4 9/15 – 9/21	Gothic Games (Optional) <ul style="list-style-type: none"> • <i>Goetia</i> (Steam) • Krzywinska, "Gamification of Gothic-Coordinates in Video games" • Proposal Due 9/21 	Gothic Games (Discussion Board) <ul style="list-style-type: none"> • <i>Betrayal in the House on the Hill</i> (BHH) or <i>Call of Cthulhu</i> (CoC) • <u>Chess, "Uncanny Gaming"</u> • <i>Gothic Games "Show & Tell" will be via discussion and extended 9/28</i> 	BHH & CoC 9/15 - Vamps 9/17 - Witches
Week 5 9/22 – 9/28	Queer Gothic (Optional) <ul style="list-style-type: none"> • <i>The Lodgers</i> (O'Malley, 2017) • Haggerty, "Queer Gothic" • White, "Lesbian Specter" • Reflection - Gothic: Old & New Due 9/28 	Queer Gothic (Discussion Board) <ul style="list-style-type: none"> • <i>Carmilla</i> (Season 1) • <u>Rigby, "Uncanny Recognition"</u> • <u>Jowett, "Most of you..." in <i>Gothic Afterlives</i></u> • <i>Queer Gothic "Show & Tell" will be via icollege discussion forum due normally</i> 	BHH & CoC 9/22 - Bats 9/24 - Ghosts
Week 6 9/29 – 10/5	Race & the Gothic <ul style="list-style-type: none"> • <i>Lovecraft Country</i> (Green & Peele, 2020) • Reinhert, "The Economy of Fear" • Coulthart, "Call of Cthulhu" (comic) 	Race & the Gothic (Zoom) <ul style="list-style-type: none"> • <i>Older than America</i> (Lightning, 2008) • Beadling, "Native American Gothic on Screen" 	

	Online Discussion Forum	Show & Tell Discussion	In-Person Games
Week 7 10/6 – 10/12	Southern Gothic <ul style="list-style-type: none"> • <i>Midnight in the Garden of Good and Evil</i> (Eastwood, 1997) • Pinkerton, “Southern Gothic” in <i>Sight & Sound</i>, May 2015 	Southern Gothic (Zoom) <ul style="list-style-type: none"> • <i>Night of the Hunter</i> (Laughton, 1955) • Newland, “Archetypes of Southern Gothic” • 	
Week 8 10/13 – 10/19	Project Work Time <ul style="list-style-type: none"> • Outline Due 10/19 	Southwest Gothic (Zoom) <ul style="list-style-type: none"> • <i>Welcome to Night Vale</i>, “The Whispering Forest” (1.22) • Hancock, “Welcome to Welcome” 	
Week 9 10/20 – 10/26	Suburban Gothic <ul style="list-style-type: none"> • <i>Stepford Wives</i> (Forbes, 1975) or <i>Disturbia</i> (Caruso, 2007) • Murphy, “Welcome to Disturbia” 	Suburban Gothic (Zoom) <ul style="list-style-type: none"> • <i>Buffy the Vampire Slayer</i>, “Welcome to the Hellmouth” • Murphy, “Ah, But Underneath...” • Reflection - Minority Gothic Due 10/26 	
Week 10 10/27 – 11/2	Gothic Domestic Comedy <ul style="list-style-type: none"> • <i>The Addams Family</i> (any version) • <i>The Munsters</i>, “Family Portrait” • Morowitz, “<i>Monster Within</i>” 	Gothic Sitcom (Zoom) <ul style="list-style-type: none"> • <i>What We Do in the Shadows</i> (Film or an episode from TV series) • Spooner, “Happy Night's are Here Again” in <i>Post-Millennial Gothic</i> 	
Week 11 11/3 – 11/9	Menagerie <ul style="list-style-type: none"> • Project Q&A • Project Tech Session 	Menagerie <ul style="list-style-type: none"> • Go Vote on Tuesday! 	<i>Gloom</i> 11/3 - Vamps 11/5 - Witches
Week 12 11/10 – 11/16	Children's Gothic (Bonus Discussion) <ul style="list-style-type: none"> • <i>Frankenweenie</i> (Burton, 2012) • Spooner, “...Tim Burton's Gothic Aesthetics” in <i>Post-Millennial Gothic</i> 	Children's Gothic (Discussion Board) <ul style="list-style-type: none"> • Carrington, “Gothic Toys” • <i>Monster High</i>, <i>Emily the Strange</i> & <i>The Gahslycrumb Tinies</i> by Edward Gorey • Children's Gothic “Show & Tell” will be via icollege discussion forum due normally 	<i>Gloom</i> 11/10 - Bats 11/12 - Ghosts
Week 13 11/17 – 11/23	Post-human Gothic <ul style="list-style-type: none"> • <i>Stranger Things</i> “The Upside Down” • Heise-von der Lippe, “Stranger Things...” in <i>Gothic Afterlives</i> 	Eco-Gothic (Zoom) <ul style="list-style-type: none"> • <i>The Last Winter</i> (Fessenden, 2006) • Defining EcoGothic Snippets • Tyburski, “A Gothic Apocalypse” • Reflection - Alternative Gothics Due 11/19 	

	Online Discussion Forum	Show & Tell Discussion	In-Person Games
	Thanksgiving Break		
Week 14 12/1 & 12/3	12/1 Post Presentations/Projects <ul style="list-style-type: none"> • Post your recorded presentation or creative project to the discussion board by Due noon 12/1. • Provide constructive feedback to at least 3 classmates by midnight 12/3. 		

Final papers and projects are due by [midnight, Thursday, December 10th, 2020](#).

Groups

All discussions and in-person class sessions will be in these groups.

Vamps (Tuesday Zoom)	Witches (Thursday Zoom)	Bats (Tuesday Zoom)	Ghosts (Thursday Zoom)
Taylor Bahr	Ariel Allmond	Jocelyn Best-Silva	Cas Carpenter
Chauni Brown	Jonathan Brown	Kadar Brown	Sawyer Correa
Talon Davis	Justin Colebrooke	Ronald Crawford	Alexander Davis
Darries Hill	Kelly Dawkins	Kelsey Dorawa	Andres Escalera
Sarah Jones	She Furlong	Bobbie Geist	Lauren Lockhart
April Killion	Donya Hodge	Zachary Itzkovitz	Drew Minard
Marlena Robinson	Andy Kim	Taylor Leibach	Essence Nelson
Raisa Sohel	Aiden Smith	Nicholas Muckerman	Wesley Patrick
Treya Wiggins	Cody Wilkie	Omar Williams	Ronald Tyus
		Kalyn Wint	Emily Wilson