

ENGL 4360: Gender and Literature—Gothic Sexualities
Time and Location: TR 2-3:15pm; Bullock 221

Instructor: Dr. Ula Klein

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Office Hours: TR 3:15-4:15pm,

Wednesday 1:30-3:30 & by appointment

Course Description: This course focuses on introducing students to literary readings and analysis that deal explicitly with issues of gender, sexuality, and desire in literature. Rather than looking at a single literary genre, author, or time period, the course will focus on examining these issues in a variety of works linked together by a single theme or motif. This semester the theme is the gothic. Students will come to understand the historico-literary roots of the Gothic, its place in literary history, and its links to Romanticism, horror, and the sublime; as well as the role of sexuality and gender as defining issues explored by the Gothic genre. The courses will utilize feminist, gender, and queer studies lenses that will focus courses discussions on how women, femininity and masculinity, gender roles, female desires, same-sex and queer desires, repression and obsession are depicted in Gothic works of literature, primarily fiction. Students will be asked to read a variety of works closely and carefully, to discuss these works in light of the issues at the center of the course, and to produce several written works that analyze these works of literature with increasingly higher levels of complexity.

What is needed for this course:

Required Texts:

1. Walpole, Horace. *The Castle of Otranto*. Oxford: OUP, 2008. ISBN: 978-0198704447
2. Radcliffe, Anne. *The Veiled Picture, or The Mysteries of Gorgono*. Valancourt Books, 2006. ISBN: 978-0977784189
3. LeFanu, Sheridan. *Carmilla*. Ed. Kathleen Costello-Sullivan. Syracuse, NY: Syracuse UP, 2013. Critical Edition. ISBN: 978-0815633112
4. Bronte, Emily. *Wuthering Heights*. (Case Studies in Contemporary Criticism) Ed. Linda H. Peterson. 2nd Ed. New York: Bedford St. Martin's, 2003. ISBN: 978-0312256869
5. Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. Mineola, NY: Dover Thrift Editions, 1991. ISBN: 978-0486266886
6. Behn, Aphra. *Oroonoko*. New York: Penguin Classics, 2004. ISBN: 978-0140439885
7. Morrison, Toni. *Beloved*. New York: Vintage, 2004. ISBN: 978-1400033416
8. Online PDFs
9. All students must have a working TAMIU e-mail address.
10. Access to a computer and the internet for writing essays and submitting assignments electronically.

Recommended Text:

1. Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. ISBN: 978-1603290241

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. identify major and minor works in the various periods by title and author;
2. analyze the cultural, social, and historical aspects of Restoration-era and 18th-century British literature;
3. perform close readings of the various texts;
4. make connections between literary periods, writers, writings, and themes; and
5. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical style and visual style, correct use of Standard American Academic English (SAAE), and appropriate and ethical use of primary and secondary sources.)

Core-Curriculum Objectives (CCOs):

1. Critical Thinking Skills: includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (SLOs # 1, 2, 3, 4, 5)
2. Communication Skills: includes effective development, interpretation and expression of ideas through written, oral and visual communication. (SLOs # 2, 3, 5)
3. Personal Responsibility: includes the ability to connect choices, actions and consequences to ethical decision-making. (SLOs # 2, 4, 5)
4. Social Responsibility: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs # 1, 2, 4, 5)

Important Dates:

First Class Day: **August 19**

Mid-point of the Semester: **October 11**

Last Day to Drop Without Record: **September 3**

Last Day to Drop a Course or to Withdraw from the University: **November 12**

Thanksgiving Break: **November 25-28**

Last Class Day: **December 4**

Reading Day: **December 7**

Final Exam: **Thursday, December 10th @ 2pm**

Final Grades DUE: **December 18 by 11:59 PM**

Course Expectations and Policies:

The course will be run as a seminar-style class which functions best when students come to class having read and thought about the materials ahead of time. Students should be prepared to volunteer their thoughtful opinions about the texts, should ask questions about issues that arise that are unfamiliar or difficult to parse, and should participate actively throughout the class meetings, including by taking copious notes. In order to get the most out of our class meetings, please do all of the following:

- Attend class regularly and participate in discussions by asking and answering questions, and by sharing ideas;
- Complete all assigned reading and related homework before coming to class;
- Take notes during class;
- Seek individual help when you do not understand the material;
- Complete all writing assignments with utmost integrity and honesty.

All course readings and assignments are due in class on the date listed in the syllabus. If anything on the syllabus changes, I will announce the changes to you both in class and via class messages on Blackboard.

If you miss a class: you will need to get course notes from someone else in the class and you will need to provide me with a written excuse; otherwise, your absence will be considered unexcused. Work that is due that day can still be turned in via TurnItIn. If you have to miss more than one day of class in a row, it is recommended that make an appointment to see me in my office to cover the missed work.

Evaluation: The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared and on time every day with all relevant texts. The following will allow students to have a basis for how grades will be calculated in this course.

1. 10% –Response paper #1
2. 15% – Response paper #2
3. 10% – Paper Proposal & Annotated Bibliography
4. 25% – Final Paper
5. 15% - Group Presentation (including bibliography, hand-out, & PowerPoint or Prezi)

6. 15% -- Final Exam
7. 10 % -- Homework, Quizzes & In-Class Participation (it will be extremely difficult to participate in class discussions if students do not do the homework)

****If any component of the required coursework is missing, it will be impossible for students to pass this course.****

Required Coursework:

- Essays:

Response Papers: Response papers are brief papers that address either a specific section of the text (anywhere from 1-5 sentences/lines) or a specific theme/motif/symbol in the text. The response paper is essentially a close reading of a text and thus it should highlight your ability to take very small amounts of text and to analyze them closely, while still making an argument about how to read/interpret the text. In Response Paper #2 you will be expected to also respond to one **significant** piece of scholarly criticism on the text you have chosen to write about. The response papers should be 3-4 pages long, using standard MLA formatting.

Final Research Paper: The final paper will be a literary research paper of 8-10 pages in length, which should draw on a minimum of 4 scholarly critical sources relating to the primary text, the time period, history of sexuality, etc. The paper should deal with a single text from the course, in-depth, while making an argument about the text, its themes, its role in literary history, and/or women's and gender studies. Close reading of specific sections of text will function as evidence for your claims. Outside sources should be used in order to expand, complicate, argue with, or supplement your claims rather than to simply show "I am right." The paper should use correct MLA formatting with attention paid to detail.

- Exams: COAS mandates that every class end with a comprehensive final exam. Our exam will comprise of a course mini-conference in which students will present a 10-minute version of their final paper, read out loud to the class, on a panel with 2-3 other students (I will choose the panels). After each panel reads their papers, the class will engage in a Q&A with the speakers. Presenting a paper (which you will also turn in as the "written" component of your exam) and participating in the Q&A discussions will count towards the final exam. Students are encouraged to prepare a visual element for their presentation.

- Group Presentation: Working in groups of 2 (possibly 3), students will research a literary or cultural theory and then present their findings to the rest of the class over the course of the semester.

Handout: For the presentation, students should create a hand-out for the other students in the course and myself. One side of the handout should contain relevant information in an easy-to-read format. The other side should contain a bibliography of 8-10 sources for further reading.

Visual: In addition to the handout, you will also present on your topic for 10 minutes during class, supplementing your handout with a visual via PowerPoint or Prezi (or another similar platform). Each group member must speak equally during the presentations, and presenters should be ready to answer questions during a 2-minute Q&A at the end.

Work Audit: Each student must also turn in a work audit, i.e. an explanation of what he/she did to contribute towards the presentation & group project. Be as detailed as possible. The worksheet for the work audit can be found on Blackboard.

Problems during group work: If your partner is unresponsive to communications from you, does not contribute to the project, or otherwise hinders your progress, **see me immediately**. If you are guilty of being "dead wood," you will forfeit your grade on the group presentation and, therefore, in the class, and you will receive an "F" regardless of your progress in the rest of the course.

- Participation: Due to the seminar style of our weekly meetings, students will be expected to make significant contributions to class discussion at each and every meeting. Students should come prepared (with laptop or pen and notebook for taking notes, relevant books/handouts/readings); should have read

the assigned texts ahead of time, and should raise their hand and contribute actively to course discussions. Coming to class on time, being present for class, not leaving early, and participating actively and enthusiastically in any in-class group work, in-class writing, or in-class research will count positively towards your grade. Failure to do these things will affect your grade negatively. **Participation in class discussions is a requirement of the course.**

- **Homework:** In addition to the reading and writing assignments designated on the course schedule, students will be expected to prepare answers to the homework questions, which are designed to stimulate class discussion. Please make sure to read the questions before doing the reading, as the homework will often point you in a specific direction. You will upload your answers to TurnItIn before class *and* bring the answers with you to class to use during discussion.

Other Policies:

Office Hours: You are welcome and encouraged to visit me as frequently as you wish during office hours. Appointments generally last for 15 minutes. I do expect you to come prepared to speak to me about something specific (part of the text you're having problems with, questions about a class discussion, a specific issue with a paper or paper draft), and I expect students to come with all class notes, relevant paper/books, as well as a pen/pencil/laptop and notebook for taking notes during our meeting. If you cannot see me during office hours, email me to set up a time that is more convenient for you. **Students are highly encouraged to meet with me at least twice during the semester in order to be eligible for an "A" grade in the course.**

Email: Our primary way of communicating out of class will be via Blackboard messages. That said, I strongly encourage students to see me in my office in person for questions regarding the text, clarifications about homework, absences, and quizzes, grades & grading methods, and papers. You may also come to my office during regularly-scheduled office hours.

Email should be used in the following instances: 1) to make an appointment; 2) to communicate an impending, legitimate absence and to make a makeup appointment; 3) to communicate a technological issue in Blackboard or TurnItIn relating to dropboxes or missing assignments/readings. If you are having trouble with your account in general, please SEE OIT; 4) I have asked you to email me.

When you email a professor, please make sure to use proper spelling, punctuation, grammar, and capitalization. Use a formal form of address. Start the email with "Dear Professor Klein" or "Dear Dr. Klein," and finish the email with, "Sincerely, Your Name" or "Best, Your Name."

In case of an emergency situation, you may use my TAMIU email: Ursula.klein@tamiu.edu.

Help with Papers: You are strongly encouraged to go to the Writing Center for extra help with papers AND to meet with me before papers are due AND after you receive your graded papers. I expect improvement with each paper, so if you are unclear on how to improve, do not wait—please see me.

Paper Formatting: All papers should use proper MLA formatting. Use the Purdue OWL website, the Hacker handbook, and/or the MLA Handbook for formatting rules.

Phones: I do not allow the use of cellphones in my class for any reason whatsoever. I do not wish to see a phone on your desk, in your hand, etc. You will get one warning if I see your phone out during class. After that, I will ask you to leave class and you will be marked as absent, unexcused. If you have an emergency situation that requires you to have access to your phone, please speak to me before class.

A Word on Paper Grades & Expectations:

In a hard-working class, most papers will receive the perfectly respectable grade of a "B." "B" papers will engage the text(s) and make a clear claim about it/them. The paper will make a case from the text(s) to

support that claim and demonstrate careful reading. “B” papers will be neatly typed and relatively free of mechanical errors.

“C” papers may be judged below par in one or more of many different categories (see also rubrics). Mostly likely, “C” papers will not have a sufficiently clear main idea, will have used too little textual reasoning, or will not have been written in a collegiate level of clarity or mechanical competence. The latter is often the case. Please discuss any writing issues you have with me during office hours.

“D” papers demonstrate little effort or do not meet the page length requirement.

“A” papers are really something special. They meet the requirements of “B” entries but are markedly excellent in some area or areas (they need not and should not be longer than “B” papers). Possibly they will be written beautifully. Or they may discern some especially telling nuance of the text, thus demonstrating a particularly careful reading or analysis. Or they may excel at integrating bits of the text into the argument as convincing proofs. Suffice it to say that “A” entries will be relatively rare.

An “A” paper usually contains all of the following:

- Clear focus throughout
- Fresh insight
- Compelling reasons for the reader to care about your analysis
- Quotations that have been woven in expertly with your own language, demonstrating your control over the ideas you present
- Clarification after each quotation of how each idea in the quotation supports your claims
- Clear sentence structure, spelling, grammar, etc.
- Perfect MLA formatting

Evaluation: The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because 1) a person’s literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to have achieved control of Standard American Academic English. If a student has too many major grammatical errors (more than 4 errors per page), it will be difficult to earn a grade higher than a C.

- **Final Grades:** Grades in this class are based upon the usual A, B, C, D, or F scale. The final exam will be worth 10% of the grade. Essays will be evaluated using a rubric, which is available on Blackboard, under “Content.”
- **Late Papers:** Regardless of the assignment, deadlines are deadlines. NOTE: It is better for a student to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may request an extension by communicating with the instructor, in person or via e-mail, a MINIMUM of 24 hours in advance, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior, approved negotiation, the essay will be lowered a letter grade for each weekday’s delay, and a student has up to three (3) days (including weekends) to present the late work.

***The instructor reserves the right to add additional assignments as needed and to modify all assignments and the reading schedule as needed.**

Attendance and Tardiness: If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time, the student should communicate with the instructor so that a solution to the problem can be found.

Tardiness: If students are more than 5 minute late to class, this will count toward attendance. Two (2) “tardies” equal one (1) absence.

Absences: If students have excessive, unexcused absences from class, they will fail this course. “Excessive unexcused absences” are determined as follows: four (4) or more in a twice a week course. **NB: All absences are unexcused until and unless written proof has been given to the instructor for the necessity of the absence.**

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar’s Office to avoid earning an “F” in the course. Instructors do not drop students. NOTE: By Texas law, students may not withdraw from (or receive a “W” in) more than 6 total courses unless they qualify for certain exemptions to the law.

OTHER COAS POLICIES:

All absences are considered unexcused until and unless the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Required participation in military duties;
7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that cannot be rescheduled or that require travel.

If a student misses class, it is the student’s responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see “Late Papers” policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the required number of absences allowed for other students. These students must produce written documentation prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus. Students with documented “excused” absences due to university sanctioned events must notify and negotiate due dates for any other writing assignments done in-class. This policy is in effect to maintain equity among students.

Early Alert: The “Early Alert” system allows faculty members to notify the Advising and Mentoring Center when students miss an excessive number of classes or assignments, exhibit unusual or disruptive behavior, or are failing to meet the course requirements. Students should know that this system is in place to help them through difficulties and is a confidential means of communication between the faculty member, the student, and the advisors.

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be

disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as your own. 1) When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. 2) When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. 3) When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on proper documentation. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

Use of Work in Two or More Courses: You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse.

Caution: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.

Caution: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."

Student Right of Appeal: Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student. The *Student Handbook* provides details

UConnect, TAMIU E-Mail, and Dusty Alert

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for *Dusty Alert* (see www.tamtu.edu). *Dusty Alert* is an instant cell phone text-messaging system allowing the university to communicate immediately with you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Student Attendance and Leave of Absence (LOA) Policy:

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook ([URL: http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml](http://www.tamtu.edu/studentaffairs/StudentHandbook1.shtml)).

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. As a TAMIU faculty member, we must:

- (1) allow a pregnant/parenting student to submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth,
- (2) if grading is based in part on class attendance or participation, allow a pregnant/parenting student to earn the credits missed so that the student can be reinstated to the status held before the LOA, and
- (3) at the conclusion of the LOA, allow the pregnant/parenting student to return to the same academic and extracurricular status held when the LOA began.

If we receive a request from a student for a LOA, including pregnant/parenting students, we will promptly report it to and seek guidance from the Office of Student Affairs at ext. 2282.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a “W.” To qualify for an “incomplete” and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a “W”, and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an “Incomplete Grade Contract” and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the “I” to automatically be converted to a “F”; extensions to this deadline may be granted by the dean of the college.

This is the general policy regarding the circumstances under which an “incomplete” may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the *Student Handbook* and the *Faculty Handbook*.

Final Examination

Final Examination must be comprehensive and must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. This community’s goal is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMIU but without names so that the student, as the writer, remains anonymous. Also, on occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities.

ENGLISH 4360 – Literature and Gender: Gothic Sexualities

Tentative Reading Schedule

Note: The following is our schedule of activities and due dates for this course; however, we will consider it “tentative,” which means that we may have to make some adjustments to it depending upon our progress throughout the semester. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

Reading questions for all readings will be available on Blackboard and should be completed and turned in on TurnItIn before coming to class. They will help focus your reading of the texts for discussion purposes in addition to preparing you for papers. Please look at questions *before* reading the text, then answer the questions during or after reading.

Week 1, Introduction to the Course

R 8/20 First meeting; Syllabus

Week 2, 18C Origins of the Gothic

T 8/25 *The Castle of Otranto*; Intro to the novel + Burke on “The Sublime and the Beautiful” PDF

R 8/27 *The Castle of Otranto*; Essay assigned in class

Week 3,

T 9/1 *The Veiled Picture* and Excerpts from *The Mysteries of Udolpho* PDF

R 9/3 *The Veiled Picture*; Ann Radcliffe “On the Supernatural in Poetry”

Week 4,

T 9/8 *Wuthering Heights* (see homework for page/chapter breakdown)

R 9/10 *Wuthering Heights*

Week 5,

T 9/15 *Wuthering Heights*

R 9/17 Essays on WH; Discuss Paper #1

Week 6,

T 9/22; *Carmilla*; Peer Review of Paper #1

R 9/24; Essays on *Carmilla*; **Paper #1 Due**

Week 7,

T 9/29 *Dr. Jekyll & Mr. Hyde*; **Begin Group Presentations**

R 10/1 Edgar Allan Poe “Ligeia” and “The Mask of the Red Death”; *The Yellow Wallpaper* (PDF)

Week 8,

T 10/6 In-class viewing, *Nosferatu*

R 10/8 Complete *Nosferatu*; discuss along with Essay on Horror Film & Gothic

Week 9,

T 10/13 Literary research day; Discuss paper #2

R 10/15 Catch-up day

Week 10,

T 10/20 Paper #2 Peer Review Day

R 10/22 Short stories: HP Lovecraft; Flannery O’Connor; Shirley Jackson (PDF)

Week 11,

T 10/27 Slave narratives: Frederick Douglass; Olaudah Equiano; Life of a Slave Girl (PDF)
R 10/29 *Oroonoko*

Week 12,

T 11/3 *Oroonoko* and Essay on Race and the gothic
R 11/5 *Beloved*

Week 13,

T 11/10 *Beloved*; Discuss Final Paper Topics
R 11/12 Research & Drafting Day; **Paper Topics Due**

Week 14,

T 11/17 In-class viewing: *Penny Dreadful*
R 11/19 Peer edit of first 2 pp. of paper #3; **Annotated Bibliographies Due**

Week 15,

T 11/24 In-class viewings, "Gothic in Popular Culture"
R 11/26 – NO CLASS – Happy Thanksgiving!

Week 16,

T 12/1 Peer edit of completed draft of Final Paper
R 12/3 **Final papers due**

Final Exam: Thursday, December 10th @ 2pm