

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Gothic Rebels and Reactionaries
2	Module Code:	ENGL30215
3	Credit Points:	20 credits
4	Duration:	Full-year
5	School:	Art, Architecture, Design and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL11411	Foundations – Literary Studies
Pre		40 ENGL credits at level 2

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	O	FT	ENGL001	BA (H) English
6	O	FT	HUMA---	BA (Hons) Modern Languages (English subject)
6	Option	FT/P T		All School of Arts and Humanities Courses for which English is an option

10 Overview and aims

The module will begin by exploring Romanticism's Gothic impulse, examining the rise of the Gothic Romance in the late eighteenth century, before investigating its development into the nineteenth century. Each week, the module will consider a key literary text from the period alongside a theoretical issue in order to establish a critical vocabulary from which to interpret and understand Gothic's many manifestations. By considering the historical, cultural, aesthetic and ideological background to this mode of writing, the module will trace the ways in which Gothic is both a conservative and a reactionary genre; supporting and challenging our conceptions of nature/nurture, individual/society, self/other, wild/domestic, natural/supernatural, male/female, beauty/ monstrosity, intercourse/rape.

The aim of this module is to introduce level three students to a selection of late- eighteenth- and nineteenth-century Gothic texts within their historical and social contexts in order to examine the tensions inherent with the genre. At the end of the module, students will have knowledge and understanding of the development of Gothic and an appreciation of not only the literary form, but also the political and cultural forces at work during the period 1764-1897. Students will explore the examination in fiction of issues such as inequality in relation to gender and race, alterity, the relationship between science and literature, and that between gothic fiction and the development of critical theory and ideas. [sustainability]

The module aims to develop and assess the following skills:

- formal textual analysis
- historical knowledge of specific social, cultural and political issues
- an awareness and application of a variety of critical opinions and theories
- analysis inflected by gender and class
- written exposition and discussion
- information retrieval
- digital literacy

11 Module content

The module is divided into two distinct but connected sections. The first focuses on the genesis of the Gothic during the Gothic Revival period during the years 1764-1820. The second section charts the evolution of the Gothic between 1820 and 1897.

Indicative topics include:

- The origins of the Gothic novel
- Gothic Romanticism
- Vampire fiction
- Gothic invasion narratives
- Revolutionary politics of the late eighteenth century
- Reverse colonisation
- Gothic geographies
- The sublime and picturesque
- The Female Gothic
- Gothic masculinity
- Nineteenth century evolutionary debates
- The doppelgänger

The module will take the format of weekly lectures and seminars, which will encourage discussion of the texts and issues covered in the module in smaller groups. Alongside this, monthly workshop sessions will focus on key skills relating to research, writing, and digital literacy including written blogs, collaborative peer feedback and editing.

12 Indicative reading

Indicative Primary Texts

Walpole, Horace, *The Castle of Otranto* (Oxford World's Classics, 1998)

Reeve, Clara, *The Old English Baron* (Oxford World's Classics, 2008)

Radcliffe, Ann, *A Sicilian Romance* (Oxford World's Classics, 1998)

Lewis, Matthew Gregory, *The Monk* (Oxford World's Classics, 2008)

Radcliffe, Ann, *The Italian* (Oxford World's Classics, 2008)

Sade, Marquis de, *Justine* (Grove Press, 1990)

Polidori, John, *The Vampyre and Other Tales of the Macabre* (Oxford World's Classics, 2008)

Maturin, Charles. *Melmoth the Wanderer* (Penguin Popular Classics, 2004)

De Quincey, Thomas, *Confessions of an English Opium-Eater* (Wordsworth Classics, 1994)
 Rymer, James, *Varney the Vampire* (Wordsworth Editions, 2010)
 Le Fanu, Joseph Sheridan, *In a Glass Darkly* (Wordsworth Editions, 2007)
 Wilde, Oscar, *The Picture of Dorian Grey* (Wordsworth Classics, 1992)
 Machen, Arthur, *The Great God Pan* (WLC, 2005)
 Wells, H.G., *The Island of Dr Moreau* (Penguin Classics, 2005)
 Stoker, Bram, *Dracula* (Norton Critical Editions, 1997)

Indicative Secondary Texts

Auerbach, Nina, *Our Vampires, Ourselves* (Chicago: University of Chicago Press, 1995)
 Beinstock Anolik, Ruth, and Douglas L Howard, *The Gothic Other: Racial and Social Constructions in the Literary Imagination* (London: McFarland, 2004)
 Bloom, Clive, *Gothic Horror: A Guide for Students and Readers* (London: Palgrave, 1998).
 Botting, Fred, *Gothic* (London: Routledge, 1995)
 Butler, Erik, *Metamorphoses of the Vampire in Literature and Film: Cultural Transformations in Europe, 1732-1933* (Rochester, NY: Camden House, 2010)
 Bruhm, Steven, *Gothic Bodies: The Politics of Pain in Romantic Fiction* (Philadelphia: University of Pennsylvania Press, 1994)
 Ellis, Markman, *The History of Gothic Fiction* (Edinburgh: Edinburgh University Press, 2000)
 Gamer, Michael, *Romanticism and the Gothic: Genre, Reception, and Canon Formation* (Cambridge: Cambridge University Press, 2000)
 Gelder, Ken, *Reading the Vampire* (London: Routledge, 1994)
 Halberstam, Judith, *Skin Shows: Gothic Horror and the Technology of Monsters* (Durham, NY: Duke University Press, 1995)
 Longinovic, Tomislav, *Vampire Nation: Violence as Cultural Imaginary* (Duke University Press, 2011)
 Masse, Michelle, *In the Name of Love: Women, Masochism and the Gothic* (Ithaca: Cornell University Press, 1992).
 Miles, Robert, *Gothic Writing 1750-1820: A Genealogy* (London: Routledge, 1993)
 Punter, David, *Gothic Pathologies: The Text, the Body and the Law* (London: Macmillan Press, 1998).
 Punter, David, ed., *A Companion to the Gothic* (Oxford: Blackwell Publishers, 2000).
 Schmitt, Cannon (1997) *Alien Nation: Nineteenth-Century Gothic Fictions and English Nationality*. Philadelphia: University of Pennsylvania Press.
 Trumpener, Katie (1997) *Bardic Nationalism: The Romantic Novel and the British Empire*. Princeton, New Jersey: Princeton University Press.
 Watt, James (1999) *Contesting the Gothic: Fiction, Genre and Cultural Conflict, 1764-1832*. Cambridge, Cambridge University Press.
 Wein, Toni (2002) *British Identities, Heroic Nationalisms, and the Gothic Novel 1764-1824*. Houndmills: Palgrave Macmillan.
 Williams, Anne (1995) *Art of Darkness: A Poetics of Gothic*. Chicago: University of Chicago Press.

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

Knowledge and understanding. After studying this module you should be able to:

- Apply critical understanding and knowledge of a wide and varied range of literary texts A1
- Demonstrate an understanding of the relationship between literary texts and their historical and cultural location A3
- The ability to compare, evaluate and debate theoretical viewpoints A5
- The ability to originate well-informed and substantiated literary arguments A6
- Apply critical thinking and contextual information to the analysis of particular texts A7

Skills, qualities and attributes. After studying this module you should be able to:

- Show confidence in performing close textual analysis B1
- Make use of appropriate critical tools B4
- Demonstrate an ability to write clearly and logically B5
- Demonstrate independence of thought and judgement B9
- Demonstrate information technology skills: the ability to access, work with and evaluate electronic resources B11
- Demonstrate research skills B14

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures

Seminars

Tutorials

Webinar

Total contact hours:

52

Range of other learning methods

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

Independent research/study	
Directed reading	
Directed learning	
Online discussion	
Blog preparation	
Essay preparation	
Total non-contact hours:	148

15	Assessment methods
This indicates the type and weighting of assessment elements in the module	
<u>Element number</u>	<u>Weighting</u> <u>Type</u> <u>Description</u>
1	40% CW Critical Blog
2	60% CW Essay
Diagnostic/formative assessment	
This indicates if there are any assessments that do not contribute directly to the final module mark	
Formative peer review of critical blogs Critical history of a key concept Essay surgery	
Further information on assessment	
This section provides further information on the module's assessment where appropriate	
The first assessment will require students to write a 1,500-word critical blog on any aspect of Gothic fiction studied on the first half of the module, followed by at least two further critical posts (of at least 100 words each) in response to issues raised by other bloggers.	
The second assessment will require students to write a 2500-word critical essay which focuses on at least two texts studied on the second half of the module.	
Students will be given the opportunity to select their choice of focus for extended research in the essay, and there will be the opportunity to formulate their own research questions for this, in collaboration with their tutor.	

Document management		
16	Module Title:	Gothic Rebels and Reactionaries
17	Module Code:	ENGL30215
18	Subject (JACS) Code	ENGL
19	Cost Centre	ECM

20	School:	AADH										
21	Academic Team	EMC										
22	Campus	Clifton										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by SASQC/DAG:											