



ENGX206

Gothic Visions: From Sublime to Suburban Gothic

S1 OUA 2019

Dept of English

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General Information

Unit convenor and teaching staff

Convener

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Consultation is via email.

Geoffrey Payne

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Prerequisites

ENG110 or ENGX120

Corequisites

Co-badged status

Unit description

This unit tracks the urban cultural history of the Gothic genre from the sublime landscapes and haunted castles of Ann Radcliffe to the hyper-real suburban universe of Buffy the Vampire Slayer. From its inception the Gothic genre has been a popular and controversial cultural phenomenon, which has dramatised the darker side of the senses and imagination, as well as testing the boundaries of literary taste. In Gothic fiction, nothing is ever certain. The domestic and familiar are merely comforting illusions that veil the darker reality of unspoken fears and desires. Home, city, work, identity, sexuality, the body and the mind are all sites that are open to the destabilising play and uncanny effects of the Gothic imagination, as the selected texts, films and TV series, which range from the popular to the canonical, exemplify. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

To introduce students to a range of Gothic texts and cultural forms

To develop analytical and research skills that can be applied to past and present cultural and literary debates

To learn to communicate historical and theoretical concepts in verbal and written forms
To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms

To gain a greater understanding of the historical and often hierarchical deployment of concepts of culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value

General Assessment Information

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for *timed* assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
Critical Essay	35%	No	Midnight, Sunday Week 5
Research Essay	45%	No	Midnight, Sunday Week 13
Participation	20%	No	Ongoing weekly

Critical Essay

Due: **Midnight, Sunday Week 5**

Weighting: **35%**

Write an essay of between 1500 and 2000 words in length, covering one of the topics set for the Critical Essay task. For details and questions see the iLearn site.

On successful completion you will be able to:

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- To learn to communicate historical and theoretical concepts in verbal and written forms
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- To gain a greater understanding of the historical and often hierarchical deployment of concepts of culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value

Research Essay

Due: **Midnight, Sunday Week 13**

Weighting: **45%**

Write an essay of 2500 words in length, covering one of the topics set for the Research Essay task. For details and questions see the iLearn site.

On successful completion you will be able to:

- To introduce students to a range of Gothic texts and cultural forms
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Participation

Due: **Ongoing weekly**

Weighting: **20%**

Students should write responses on at least one of the set discussion topics for each week and post them to the appropriate forum. Students are expected to keep up with the unit. In addition to posts you initiate, you are encouraged to engage with the contributions of other students. You are allowed one week's grace to make posts for any particular week: so, to be counted for your participation grade, posts for week 1 need to be uploaded to the forum before the end of week 2, posts for week 2 by the end of week 3, and so on.

On successful completion you will be able to:

- To introduce students to a range of Gothic texts and cultural forms
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Delivery and Resources

In order of study:

1. Horace Walpole, *The Castle of Otranto*
2. Matthew Lewis, *The Monk*
3. Jane Austen, *Northanger Abbey*
4. Edgar Allan Poe, *Selected Tales* (“Silence: A Fable”, “The Fall of the House of Usher”, “The Tell-Tale Heart”, “The Murders in the Rue Morgue”, “The Masque of the Red Death”, “The Premature Burial”)
5. Mary Elizabeth Braddon, *Lady Audley's Secret*
6. Henry James, *The Turn of the Screw*
7. Bram Stoker, *Dracula*
8. Arthur Conan Doyle, *The Hound of the Baskervilles*
9. Daphne du Maurier, *Jamaica Inn*
10. Raymond Chandler, *The Big Sleep*
11. Alfred Hitchcock, *Psycho* (film - to view)

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

[Special Consideration Policy and Procedure \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying

for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr)

al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
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- To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms
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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
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- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms
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Assessment tasks

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- Research Essay
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

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eighteenth and nineteenth-century cultural forms

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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms
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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms
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Assessment tasks

- Critical Essay
- Research Essay
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- To introduce students to a range of Gothic texts and cultural forms
- To develop analytical and research skills that can be applied to past and present cultural and literary debates
- To learn to communicate historical and theoretical concepts in verbal and written forms
- To develop a greater understanding of the profound impact on contemporary culture of eighteenth and nineteenth-century cultural forms
- To gain a greater understanding of the historical and often hierarchical deployment of concepts of culture, violence and the criminal, progress, reason and superstition, the imagination, literary and aesthetic value

Assessment tasks

- Critical Essay
- Research Essay

- Participation