On Christmas Day, 1764 Horace Walpole published The Castle of Otranto, the very first Gothic novel. The Gothic flourished especially in the nineteenth century, creating a whole vocabulary of new creatures and landscapes and two of the great books of the genre: Frankenstein and Dracula. This course concentrates on the great works of Gothic which are central to an understanding of literature, film, early Romanticism and popular culture. Looking specifically at the works of the eighteenth and nineteenth centuries we will also explore how those texts were reinvented for film and what new elements were added in the twentieth century.

Using a selection of texts and using a variety of approaches from the historical to the post modern and the feminist to queer theory we will explore the multifarious levels of meaning in Gothic texts as well as looking at narrative strategies and a variety of themes including the political and revolutionary, the erotic and the exotic, the Promethian and the undead, the role of religion, the role of women, the Wandering Jew and the ‘mock’ medieval.

Desired Outcomes

The student will have a clear knowledge of the major texts in the genre
The student will have a clear knowledge of the criticism (both historical and contemporary) in the genre
The student will be able to put forward an intellectual argument based on the course
The student will have gained an insight into one facet of British popular literature

Assessment Components

FIRST Essay 40%: 2500 words. SECOND Essay 40%; 2500 words. EXAM 20% (one question)

Failure to submit or fulfil any required course component results in failure of the class.

Grade A: Well researched and originally argued essay, the student understanding the question and applying theoretical and conceptual issues in the answer. Good grammar and spelling and an excellent bibliography.

Grade B: A good attempt at the question showing understanding and a reasonable application of
background research and reading. Reasonable use of quotations, good spelling and grammar and a properly presented bibliography. Marked by occasional lapses of English and a tendency to become general.

Grade C: Some general research and an attempt at argument. Nevertheless mostly narrative essay which misses some essential elements of the question.

Grade D: Lacking in research and argument. Mostly narrative essay with poor spelling and grammar and lack of attention to essential details. Nevertheless, an attempt to answer the question, although in a vague and general manner.

Grade F: Lacking in research and argument. Misunderstanding of the question set. Mostly narrative essay with poor spelling and grammar and lack of attention to essential details. Unacknowledged quotations and mistakes.

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

Required Text(s)
Gothic Histories: the taste for terror, 1764 to the present - https://ezproxy.library.nyu.edu/login?URL=https://getit.library.nyu.edu/go/9362750
2. Three Gothic Novels (Harmondsworth: Penguin, 1986)
5. John Polidori, ‘The Vampyre’ in The Vampyre and Other Writings (Fyfield Books.

NOTE alternative editions may be bought but be careful they are not abridged. MANY OF THESE TITLES MAY BE DOWNLOADED FOR FREE

Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)

Internet Research Guidelines
Students may wish to use Cengage or JStor.

Additional Required Equipment
NONE

Session 1
INTRODUCTION

Session 2
Horace Walpole, The Castle of Otranto and John Polidori, ‘The Vampyre’

Session 3
William Beckford, Vathek
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<tr>
<th>Session 4</th>
<th>Vathek and gothic film</th>
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<tr>
<td>Session 5</td>
<td>Ann Radcliffe, The Mysteries of Udolpho (Book 1)</td>
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<tr>
<td>Session 6</td>
<td>Ann Radcliffe, The Mysteries of Udolpho (Book 2)</td>
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<td>Session 7</td>
<td>Matthew Lewis, The Monk</td>
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<td><strong>ESSAY ONE DUE</strong></td>
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<td>Session 8</td>
<td>Mary Shelley, Frankenstein; Frankenstein (1931)</td>
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<td>Session 9</td>
<td>Mary Shelley, Frankenstein; Bride of Frankenstein, (1935)</td>
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<td>Session 10</td>
<td>TRIP TBC</td>
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<td>Session 11</td>
<td>Edgar Allan Poe, Ligeia and Fall of the House of Usher (also read Thomas de Quincey, Confessions of an English Opium Eater)</td>
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<td><strong>VISIT TO HIGHGATE CEMETERY – provisional only</strong></td>
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<tr>
<td>Session 12</td>
<td>Dracula</td>
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<tr>
<td>Session 13</td>
<td>Dracula – <strong>HAND IN DATE FOR SECOND ESSAY DAY AFTER CLASS AT NOON</strong></td>
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<tr>
<td>Session 14</td>
<td>EXAM: 1 Hour: 1 Question</td>
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**Classroom Etiquette**
Eating is not permitted in any classrooms in 6 Bedford Square or at Birkbeck College. Please kindly dispose of rubbish in the bins provided.

**Required Co-curricular Activities**
- Trip WEDNESDAY 11th April - provisional
- Visit to Highgate Cemetery WEDNESDAY 25th April - provisional

**Estimated Travel Costs**
OYSTER CARD

**Suggested Co-curricular Activities**
NONE
NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here:  
https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

Absences: Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here:  http://www.nyu.edu/london/academics/attendance-policy.html

NYU London work submission policies can be found here:  http://www.nyu.edu/london/academics/academic-policies.html

Classroom conduct: Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services.

Please refer to the NYU London Disruptive Student Behaviour Policy at https://goo.gl/Nvt5Vu for examples of disruptive behaviour and guidelines for response and enforcement.