

# EN3H2-30 American Horror Story: U.S. Gothic Cultures, 1619-Tomorrow

**26/27**

**Department**

English and Comparative Literary Studies

**Level**

Undergraduate Level 3

**Module leader**

Stephen Shapiro

**Credit value**

30

**Module duration**

20 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The module aims to give students a detailed textual and theoretical grounding in the horror/gothic genre in the United States.

[Module web page](#)

### Module aims

The module aims to give students a detailed textual and theoretical grounding in the horror/gothic genre in the United States.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Term 1

1. Introduction
  2. Candyman (dir. Bernard Rose, 1992); The Pruitt-Igoe Myth (2011, dr. Chad Friedrichs)
  3. HP Lovecraft, "The Horror at Red Hook"; Victor Lavalle, The Ballad of Black Tom ( 2016) "Teddy Perkins" (episode 6, season 2) from Atlanta.
  4. The Shining (dir. Stanley Kubrick, 1980); EA Poe, "The Fall of the House of Usher"
  5. Rosemary's Baby (Roman Polanski, 1968)
  6. Shirley Jackson, The Haunting of Hill House (1959)
  7. Vampire Lesbians of Sodom (1984); The Hunger (1983)
  8. James Dickey, Deliverance (1970); Deliverance (dir. John Boorman, 1972)
  9. Texas Chainsaw Massacre (dir. Tobe Hooper, 1974)
- Term 2
10. I Walked with a Zombie (Jacques Tourneur, 1943); Leopard Man (Jacques Tourneur, 1943)
  11. George Romero, Night of the Living Dead (1968)
  12. Silvia Moreno-Garcia, Mexican Gothic (2020)
  13. William Faulkner, Absalom, Absalom (1936)
  14. William Faulkner, Absalom, Absalom (1936)
  15. The Manchurian Candidate (John Frankenheimer, 1962)
  16. Nathaniel Hawthorne, 'Young Goodman Brown' (1835); The Witch (Robert Eggers, 2015)
  17. Group video discussion (even for second years who did not have this assignment).

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate coherent and detailed knowledge of selected texts and concepts relating to the U.S. horror/gothic cultures;
- Deploy advanced analytical and critical skills through close reading/viewing of the set texts;
- Demonstrate a conceptual understanding that enables the development and sustaining of a critical argument
- Describe and comment on recent research and/or scholarship in subject
- Display an appreciation of the uncertainty, ambiguity, and contradictions within US gothic cultural productions
- Make appropriate use of scholarly reviews and primary sources
- Exhibit an advanced command of written English together with a wide-ranging and accurate vocabulary
- Apply confident textual analysis and fluent critical argument to initiate and carry out an extended essay
- Conduct independent research through self-formulated questions
- Produce work that displays the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making, along with collective engagement
- Deploy the expression and communication of ideas across media forms

## Indicative reading list

[Reading lists can be found in Talis](#)

## Subject specific skills

- Demonstrate coherent and detailed knowledge of selected texts and concepts relating to the U.S. horror/gothic cultures;
  - Deploy advanced analytical and critical skills through close reading/viewing of the set texts;
  - Demonstrate a conceptual understanding that enables the development and sustaining of a critical argument;
  - Describe and comment on recent research and/or scholarship in subject;
  - Display an appreciation of the uncertainty, ambiguity, and contradictions within US gothic cultural productions
  - Make appropriate use of scholarly reviews and primary sources;
  - Exhibit an advanced command of written English together with a wide-ranging and accurate vocabulary;
  - Apply confident textual analysis and fluent critical argument to initiate and carry out an extended essay;
  - Conduct independent research through self-formulated questions;
  - Produce work that displays the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making, along with collective engagement;
- Deploy the expression and communication of ideas across media forms.

## Transferable skills

- Deploy advanced analytical and critical skills through close reading/viewing of the set texts;
  - Demonstrate a conceptual understanding that enables the development and sustaining of a critical argument;
  - Describe and comment on recent research and/or scholarship in subject;
  - Make appropriate use of scholarly reviews and primary sources;
  - Exhibit an advanced command of written English together with a wide-ranging and accurate vocabulary;
  - Apply confident textual analysis and fluent critical argument to initiate and carry out an extended essay;
  - Conduct independent research through self-formulated questions;
  - Produce work that displays the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making, along with collective engagement;
- Deploy the expression and communication of ideas across media forms.

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## Study

## Study time

<b>Type</b>	<b>Required</b>
Seminars	18 sessions of 1 hour 30 minutes (9%)
Private study	273 hours (91%)
Total	300 hours

## Private study description

Preparation and group projects.

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A4

	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
<b>Assessment component</b>			
Group Video Project Production of video essay in small groups (3-6).	20%		Yes (extension)
<b>Reassessment component</b>			
Video Project OR 2,000 word essay Students who need resit can either submit a solo project of a video or an essay of 2,000 words.			Yes (extension)
<b>Assessment component</b>			
Essay 2 Written essay on independently-derived topic	40%		Yes (extension)
<b>Reassessment component is the same</b>			

**Weighting Study time Eligible for self-certification**

**Assessment component**

Essay 1 40% Yes (extension)

Written essay on independently-derived topic

Reassessment component is the same

**Feedback on assessment**

Written comments; opportunity for further oral feedback in office hours

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**Availability**

**Courses**

This module is Optional for:

- Year 3 of UENA-Q300 Undergraduate English Literature
- Year 3 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 4 of UENA-QP37 Undergraduate English Literature and Creative Writing with Intercalated Year
- Year 4 of UENA-Q301 Undergraduate English Literature with Intercalated Year
- Year 3 of UENA-VQ32 Undergraduate English and History
- Year 4 of UENA-VQ33 Undergraduate English and History (with Intercalated year)
- Year 4 of UENA-QW35 Undergraduate English and Theatre Studies with Intercalated Year

This module is Core option list A for:

- Year 3 of UPHA-VQ52 Undergraduate Philosophy, Literature and Classics

This module is Core option list C for:

- Year 4 of UCXA-QQ38 Undergraduate Classics and English (with Intercalated Year)

This module is Option list A for:

- Year 3 of UCXA-QQ37 Undergraduate Classics and English
- Year 3 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list B for:

- Year 3 of UTHA-QW34 Undergraduate English and Theatre Studies

This module is Option list C for:

- Year 3 of UPHA-VQ72 Undergraduate Philosophy and Literature
- Year 4 of UPHA-VQ73 Undergraduate Philosophy and Literature with Intercalated Year