

# Studies in Fiction: Gothic Literature

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Last Updated: Fri, 01/02/2026

**Course prefix:** LMC

**Course number:** 3202

**Section:** NH

**CRN (you may add up to five):**

35302

**Instructor First Name:** Narin

**Instructor Last Name:** Hassan

**Semester:** Spring

**Academic year:** 2026

**Course description:**

**LMC 3202: Studies in Fiction: Gothic Fiction**

Dr. Narin Hassan

T/TH 2-3:15pm

**Course Description:**

This course will trace the prominence of gothic, supernatural and sensational elements in novels of the nineteenth century as well as contemporary fictions. Much of the fiction we will read addresses or attempts to evoke feelings—particularly uncanny and disturbing feelings—and produces intricate plots devised to engage and sustain readers with melodramatic, gothic, and sensational elements. We will focus specifically on texts from the nineteenth-century that represent domesticity, gender, and crime and then examine the enduring influence of gothic narratives from this period to contemporary writing and culture. Readings will include Mary Shelley, *Frankenstein*, Bram Stoker, *Dracula*, George Eliot, *The Lifted Veil*, and Florence Marryat, *The Blood of the Vampire*, among others.

**Course learning outcomes:**

**Learning Outcomes:**

- Textual/Visual Analysis: Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art, and new media, but also scientific and technical documents.

- Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their own cultural observations.
- Literary/Film/Narrative art Inquiry: Students will be aware of the traditions and conventions of literature, film and other forms of narrative art, and they will be able to analyze these traditions and conventions in specific cultural contexts.
- Historical analysis: Students will study literary and cultural texts within an historical framework to become familiar with various forces shape artistic and commercial production. They will learn to interpret history actively, rather than passively accepting archival information.

**Required course materials:**

Charlotte Bronte, Jane Eyre

George Eliot, The Lifted Veil

Mary Shelley, Frankenstein

Robert Lewis Stevenson, The Strange Case of Dr. Jekyll and Mr Hyde

Bram Stoker, Dracula

**Grading policy:**

Attendance and Participation (includes serving as a discussion leader, in class assignments): 25%

Two exams (25% each)

Final paper and presentation (25%)

Papers/Final project: You will be asked to write one final research-based essay/project on a research topic of your choice and share a presentation related to this research. This will involve some group work and development of visual aids (eg. website organization, development of a PowerPoint presentation). In written work I expect you to introduce and develop a clear thesis, support a sustained, original argument with evidence, address and respond to relevant critical arguments and debates, and revise and edit for clarity, cohesion, and presentation.

Exams: The two exams will cover material from readings and discussion. Typically, exams are a combination of passage identifications, multiple choice, and short answer/short essay.

**Attendance policy:**

The first expectation is consistent attendance, active participation in class discussions, and careful engagement with course materials. This includes coming to class prepared, contributing to discussion, and keeping up with class activities. I expect our class environment to be one of lively discussion and debate where we can challenge and respect the opinions and comments of others and be prepared to discuss these texts with attention and care. Please focus fully upon class activities/discussion and limit use of laptop computers and other technology during class time.

More than three unexcused absences will impact your final grade by a full letter. Four late sessions count as one absence. More than seven absences result in automatic failure of the course. You are responsible for the readings and assignments you miss when you are absent, but quizzes and in-class work missed due to an absence cannot be made up. These will receive a grade of "0." Exceptions to this attendance policy are made only in the case of medical emergencies and extended hospitalization, for which I require documentation.

Your role as discussion leader: You will be asked to sign up as a discussion leader for one class session. This is your opportunity to initiate and facilitate our discussion and you should be fully prepared to discuss the reading for that day. Please use Canvas (discussion section) to post some of your questions/responses for our class to consider before your session to help us prepare. Please post by 9pm the evening before your discussion leader session. You may distribute questions to facilitate our analysis of the reading, select passages that you see as relevant or interesting, present themes you see as relevant, make connections to other texts we have read, and/or bring in additional material to share with the class that relates to the reading.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

**Core IMPACTS statement(s) (if applicable):**

**This is a Core IMPACTS course that is part of the Humanities area.**

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence