

ENGL 148: INTRODUCTION TO HORROR

Section 002 – Spring 2025 – M, W, F – 10:10am-11:00am est – [Greenlaw Hall](#), Room [302](#)

*“Certainly the deepest horror, as far as I’m concerned,
is what happens to your body at your own hands and others.”*

—Wes Craven

“We’re all of us haunted and haunting.”

—Chuck Palahniuk, *Lullaby* (2002)

CANVAS COURSE SITE: <https://edtech.unc.edu/service/canvas/> > ENGL148.002.SP25

ONLINE SYLLABUS: <https://engl148spring2025.wordpress.com/>

INSTRUCTOR: Paul Blom (he/him)

Email: paulblom@live.unc.edu

Office: [Greenlaw Hall](#), Room 509

Office Hours: In person, Mondays and Wednesdays, 11:15am-12:45pm est and by appointment

- You are welcome to visit me during these office hours unannounced, but due to the high volume of student visits, it’s best if you schedule an appointment with me in advance. If you are unable to meet with me during my set office hours, you are also welcome to schedule a time to meet with me outside of my regular office hours; we can meet either in-person in my office ([Greenlaw Hall](#), Room 509) or virtually through [Zoom](#). Any virtual meetings we hold will take place through my [Zoom personal meeting room](#). The link is listed in my email signature and is also listed here: <https://unc.zoom.us/j/7859915870>. I strongly suggest you save/bookmark this link in case you need it for future reference. Please also feel free to talk to me before or after class and/or [via email](#) (paulblom@live.unc.edu) with questions, concerns, etc., although sometimes, a synchronous meeting is more productive and efficient than communicating via email.

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UNC profile: <https://englishcomplit.unc.edu/grad-student/paul-blom/>

Website: <https://pauleblom.com/>

REQUIRED MATERIALS:

- [*The Castle of Otranto*](#) (1764), by Horace Walpole, 1st edition, edited and with an introduction and notes by Michael Gamer, Penguin Classics, 2001, ISBN: 9780140437676
- [*The Haunting of Hill House*](#) (1959), by Shirley Jackson, 6th edition, with an introduction by Laura Miller, Penguin Classics, 2006, ISBN: 9780143039983
- Any **additional readings** will be available at [Canvas](#)>Files. (Canvas is UNC’s current learning management system or LMS.)
- Your **fully charged laptop**, equipped with:
 - **Microsoft Word:** In this class, you will be required to compose and submit many documents in Microsoft Word. (Pages is NOT an acceptable format for this class.) All members of the UNC community have free access to Microsoft Office 365, which includes Microsoft Word. Download and install Microsoft Office 365 to your laptop, and make sure you can now use Microsoft Word (to download, open, edit, compose, save, and upload/submit documents): <https://office.unc.edu/>.

- An active [Google account](#), with access to Google Drive, Docs, and Slides and familiarity with file permission settings (so you can share content with me and with your classmates as needed): <https://www.google.com/docs/about/>.
- **UNC Zoom access**, in case we need to hold a class session remotely or in case you need to attend class remotely (with my prior approval), due to extenuating circumstances. You might also want to meet with me individually outside of office hours via Zoom. Make sure you have UNC's Zoom platform installed on all of your devices and can log in using your UNC ONYEN:
<https://unc.zoom.us/download>.
- For all aspects of technical support (including support in accessing these required materials), visit UNC's **ITS Help Desk** at <https://its.unc.edu/service-desk/> or call 1.919.962.HELP (4357).

COURSE DESCRIPTION:

Welcome to ENGL 148, Introduction to Horror, Section 002! In this course, we will focus on the genre of horror in literature. This is a 100-level course with no prerequisites, aimed primarily at non-majors, and for this reason, this course is designed as a kind of survey, introducing students to various pieces of horror literature from a variety of sociohistorical contexts.

This course offers a broad survey of horror across periods and media. Our center of gravity lies in nineteenth- and twentieth-century British and American literature, but we will also consider earlier works, other media, and global expressions of horror. We will sample classic ghost stories, Gothic fiction, and a range of subgenres of contemporary horror, such as body horror, cosmic horror, and science-fiction horror. We will encounter some of the most provocative figures in the history of the mode: the vampire, the zombie, the haunted house, the demonic, the violently psychotic.

The selected texts come from a variety of times, places, voices, and cultures, and we will be reading these texts while keeping in mind the cultures and literary antecedents that influenced their production and reception. You will be asked to deeply engage with each text, not just to understand the plot and characters but to critically examine the ways in which various authors craft their language to create a desired effect—terror—upon a reader. In this course, we will carefully consider genre, media, methodology, and craft.

Throughout this course we will constantly ask—and attempt to answer—the following questions: What is horror, and how has it changed across different historical circumstances and in the hands of different authors? How does horror work, and what techniques can we observe writers deploying to horrify their readers? What explains the attraction that horror has held for so many artists and audiences? What can thinking with horror teach us about the world and about culture? To what aesthetic, ideological, psychological, and political ends has horror been put to use? What is the role of horror in literature, in other media, and in society in general? How can a work of literature be both a product of its context and then also influence culture or society? How does one interpret literary texts and craft an argument to support that interpretation? In the works we explore, we will encounter not just fear, but a range of other emotions and affects that constitute horror, from revulsion to dread to sublime awe.

Horror specializes in hyperbolic scenarios of human subjects in the throes of excruciating physical and psychic pain and develops these scenarios by means of phantasmatic images and hallucinatory narrative sequences. Perhaps unique to this genre, horror invites its reader or spectators into a

pleasurable relationship with the trauma of horror, offering up pain, violence, and terror as elements of a compelling spectacle to be consumed and even enjoyed. This course explores the paradoxical appeal of a popular genre devoted to the unpleasure of shock, violence, and psychic disorientation. It covers a long history of horror in literature from Gothic fiction to the contemporary period. Overall, this course introduces students to the rich cultural history of modern horror and its deep implications with histories of race and ethnicity, gender and sexuality, class, and national belonging.

This class is designed to improve your knowledge of and appreciation for literature, especially the literature of horror, empowering you to engage with such materials on a deeper, more critical level. This course, however, aims to do much more than that; our work should improve your critical thinking and analytical skills in general, enhancing your abilities to read all texts—and the world around you—closely and carefully, empowering you to form your own interpretations, opinions, decisions, and arguments. **These are tools you will continue to use throughout your college career and beyond.**

Note: This specific section of ENGL 148 is an in-person class for on-campus learners, although we will be prepared to adjust to online learning if unforeseen circumstances arise. Unless otherwise announced, all of our class sessions will take place in person at the scheduled time and location listed at the top of the course syllabus.

COURSE OBJECTIVES:

During this course, students will learn to:

- Recognize horror as a complex, multifaceted genre with a unique cultural history
- Identify the central themes, motifs, and patterns of horror in literature
- Identify and question the nature and role of horror in literature, other media, and society in general
- Address the paradoxical enjoyment experienced in being frightened, shocked, or disgusted by a text
- Read works of literature (short fiction, novellas, novels, etc.) analytically through “close reading,” with special attention to the aspects of horror in that text, giving attention to form and style as well as content
- Situate each text and its treatment of “horror” within its particular historical, social, and cultural context
- Analyze texts using a comparative approach to better understand connections between texts of different genres, cultures, and times
- Interpret and craft unique, persuasive arguments about works of literature via both analytical essays and spontaneous discussion
- Engage critically with the literary concepts of allusions, character development, characterization, dialogue, diction, genres, intertextuality, narrative structure, plot, point of view, setting, style, symbolism, syntax, and themes
- Engage critically with key concepts related to horror, including the human/inhuman, the human/animal/monster, the dead/undead, the divine/demonic, the sublime/repugnant, the uncanny, the monstrous, and liminal spaces or liminal modes of being

COURSE DESIGN:

The course will be organized around the following principles:

- **Student-centered:** Each student will have a voice in the class and will be called upon to participate fully. My instruction will emphasize process: how to read, write, analyze, interpret, understand, and create oral, written, or multimedia texts. My role in this class is not that of a traditional instructor who stands at the front of the room and lectures. Rather, I am someone who offers structure, motivation, support, perspective, and feedback as YOU engage with your classmates and the course texts. While I will ultimately evaluate your work, my main focus is on empowering you to make decisions about how you read, interpret, discuss, and write about our course texts and key concepts.
- **Discussion-based:** This class will be largely discussion-based, which means that **you must complete the assigned readings for this course to be successful**, both for you and your classmates. In order to have productive discussions, you need to be prepared and come with questions/topics you want to discuss. The texts for this course are challenging, complex, and thought-provoking. **The more time you spend reading, re-reading, and reflecting, the more rewarding the texts—and our subsequent discussions—will be.**

EVALUATION AND GRADING:

This course will function on a simple point grading system. Further details and assignment handouts/grading rubrics will be provided via [Canvas](#) for the essays, final project, etc. listed below.

- Daily Homework Posts: 15%
 - Brief responses to the assigned readings, due before each class (Canvas>Discussions)
 - Other small assignments or requirements as announced
- First Essay (due Fri. Feb. 14): 15%
 - An original close-reading of a passage from a course text, 3-5 pages
- Second Essay (due Fri. March 28): 15%
 - An original close-reading of a passage from a course text, 3-5 pages
- Final Project (due Mon. April 28): 25%
 - An original close-reading of a course text OR an analytical comparison between multiple course texts OR an argumentative essay on the role of horror in literature, other media, and society in general OR some other comparable project that has received my prior approval, 6-10 pages
- Final Exam (Mon. May 5, 8:00am-11:00am): 20%
 - Multiple-choice, short answer, extended answer; no notes allowed
 - Note: The course final exam is given in compliance with the university final exam policy and according to the UNC Final Exam calendar (<https://registrar.unc.edu/final-examination-schedule-spring-2025/>).
- Class Participation & Engagement: 10%
 - To calculate your overall participation grade, I record a daily participation grade for each student for every single class session based on the following criteria. Please note that arriving to class late and/or missing a class will severely harm your daily participation grade for that day's class session:
 - Attended all class sessions and conferences
 - Arrived on time and fully prepared
 - Engaged during class discussions and other activities
 - Actively participated in group/partner work

- Completed all peer review activities
- Displayed significant investment in the revision process
- Note: If I notice you are not fully engaged or are engaged with non-class activities, your participation grade for the day will be severely lowered. Additionally, **being absent or being disruptive earns an automatic participation grade of 0 for the day.**

Whether we are doing group work, peer editing, having a class discussion, or taking a trip to the library, you should be alert and willing to participate in all activities. Not being on task, checking social media, failing to engage with the day's material, or failing to bring a draft to class will significantly lower your participation and/or homework grade. Participation grades may also be lowered for inappropriate or disruptive behavior during class. **Attendance and active participation or engagement is expected.** Missing class will impact your participation grade. Disruptive behavior or an absence from class will earn you a 0 for your daily participation grade for that day, unless your absence is excused by the Dean of Students. Contact me **ahead** of time if you are experiencing an issue that might affect your ability to attend class, and we will discuss your options. For more information about the University attendance policies (and what to do if you feel you have extenuating circumstances regarding your absence), see <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>.

Final letter grades are determined based on the following scale:

A (93-100)	A- (90-92)	B+ (87-89)	B (83-86)	B- (80-82)	C+ (77-79)
C (73-76)	C- (70-72)	D+ (67-69)	D (63-66)	F (below 63)	

I will use traditional rounding to determine grades that fall between whole values. Any mixed number with a decimal value of five tenths or higher will round up to the next whole number. (For example, 92.5 will round up to an A as a 93, but 92.4 will not.)

Note: For all assignments, if I provide a required word count, remember that bibliographies at the end of your composition, titles of assignments, and header content (your name, the name of the class, page numbers, etc.), do NOT count toward the stated requirement. Revisit the specific assignment prompt for that assignment and/or contact me for clarification as you compose but before you submit your assignment. In general, the minimum required word count is a HARD minimum in that I think it is unlikely to create a successful, effective draft any shorter than the word count I request; however, the suggested maximum word count is often (but not always) a SOFT maximum, meaning that I will generally accept a submission that is longer than the "maximum" word count I request. Again, it's best to contact me in advance if you have questions or concerns regarding your word count or other submission guidelines. And always refer to the specific assignment prompt for specific submission guidelines, requirements, etc.

Attendance

Attendance is expected. Missing class will impact your participation grade. Missing a class session (or disruptive behavior during a class session) will earn you a 0 for your daily participation grade for that day. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities

2. Disability/religious observance/pregnancy, as required by law and approved by the [Accessibility Resources and Service Office \(ARS\)](#) and/or the [Equal Opportunity and Compliance Office \(EOC\)](#)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Services Coordinators](#), and/or the [Equal Opportunity and Compliance Office \(EOC\)](#).

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University-approved absence. For more information about the University attendance policies (and what to do if you feel you have extenuating circumstances regarding your absence), see <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>.

Late Assignments

Each assignment should be completed and prepared in the correct format for submission on the day it is due. This includes homework, drafts, presentations, and larger, written projects. **Unless otherwise specified, daily homework assignments and larger projects will typically be due via electronic submission through Canvas by the start time of class, 10:10am, on that due date.** For instance, homework for class on Wed. Jan. 15 should be submitted by 10:10am that day (before our class session begins). If you submit that homework after that deadline, it will be considered late (*and penalized accordingly*). Submitting homework for class once class has begun will help you participate that day, but it will most likely count as a 0 for that day's homework grade; once class has begun, I want you focusing on the work at hand, not getting your homework turned in at the last minute.

Late submissions of daily homework assignments will significantly affect your homework grade. Failing to submit a draft of an essay for an in-class workshop will affect your homework grade as well as your daily participation grade since you will be unable to participate in our in-class workshop that day; this is further detrimental to you since you will not be able to receive feedback from your peers on your draft-in-progress.

Regarding graded assignments such as the final drafts of your essays and other projects, I typically deduct 10 points from your grade for that assignment the moment that an assignment is submitted late; I will deduct another 10 points for each 24-hour period beyond the initial deadline, etc. Plan ahead to prepare for potential conflicts or submission/technical issues so you can avoid them. If your assignment is late or is going to be late, I urge you to **communicate with me immediately** and submit the assignment as soon as possible to see if we can determine a work-around to potentially minimize how much it hurts your grade.

Most drafts and assignments will be submitted electronically via [Canvas](#). Before your final submission of any assignment, double-check your work, and make sure you're submitting/posting the correct document. It is **YOUR** responsibility to ensure that your assignment was submitted/posted successfully, is accessible, and appears in the correct format, etc. by the assignment deadline. I will not accept excuses involving "technical glitches" or "uploading errors." It is your job to upload or submit your assignment and then click to open your submission (see what your audience is going to see) and double-check to confirm that the correct document was submitted and that it was submitted successfully, appears correctly, and is accessible to the appropriate audiences. Once the deadline for an assignment has passed, I will simply grade based on

the document available from your submission. If you want to resubmit before the deadline but have trouble doing so, email me at paulblom@live.unc.edu.

Despite all of the above, I do recognize that life happens, and sometimes, extenuating circumstances may prevent you from completing an assignment by the deadline. If you feel you cannot complete an assignment by the deadline, speak with me, and we might be able to work out a reasonable timeline that accommodates you. I do not *offer* extensions, but I *might grant one upon your request*. I will consider granting extensions on assignments up to **48 hours** before the due date. Do **NOT** contact me the night before the assignment is due and expect an extension. I will only consider granting extensions for reasons I consider valid. Requesting an extension does not guarantee that you have received one; you have not been granted an extension unless I have explicitly stated that I am granting one to you on this specific assignment. This class moves quickly, and each assignment builds upon the previous one, so even if you are granted one extension, be sure to stay on track with the assignments that are due next.

Receiving Grades and Feedback

Whenever I return a graded assignment back to you, my feedback will be inserted into the document using the “comments” function in Microsoft Word (or in some similar manner). Usually, my final comments will be more summative comments about your submission as a whole. At the end of that document, I will also insert the grading rubric for that assignment, noting where you gained or lost points, and providing your final grade on that assignment. Please be sure to download that document and save it to your device for future reference. Even if you received a high grade, be sure to read through all of my comments and look at the grading rubric to see where you gained or lost points. Please also note that not all of my comments are necessarily negative. Make a note of what you did especially well, not just where you lost points.

I should note that, on rare occasions, I won’t necessarily provide written feedback as thoroughly as I do for other assignments. If you ever want more thorough feedback or explanations regarding my feedback, I’d be more than happy to provide it **at your request**.

Remember also that, as you are drafting and receiving feedback, it’s important to understand that I (and your peers) can only comment on so much; that’s beneficial for you. It’s important for you to apply the feedback you receive to other areas of your drafts (both current ones and future ones) as well as to apply what you are learning from the assigned readings and our in-class activities as you move through your writing process. For instance, if I note an issue in your use of commas, I won’t necessarily comment on it every time. Look through your draft to find other areas where you made the same error or ran into similar issues.

You should always read through all feedback you receive and take that feedback into consideration as you move forward on your current writing project and future writing projects both in this class and beyond. **The feedback on any individual assignment will be helpful on future writing projects in this class and beyond. A lot of the teaching and learning in this class takes place through the feedback I provide on your writing assignments. Remember, the final step of the writing process is to look at your feedback, reflect on it, learn from it, and use it moving forward. Even if you received a high grade, you should still look at my feedback to see where you did especially well and where you could improve.**

It is also your responsibility to monitor your [Canvas](#) gradebook for any errors or discrepancies in your grades and to bring those to my attention in a **timely** manner.

If you ever have any trouble accessing your graded document or my comments, or if you'd like clarification on my comments or your grade, etc., please feel free to reach out to me. I'd be happy to address those with you either via email or via an individual meeting (in-person or virtual).

WHAT I EXPECT FROM YOU:

Attend all class sessions. This is a discussion-based course, which means your participation is vital to the overall success of the course, both for you and your peers. You can't participate if you're not here, both physically and mentally present. **I expect you to attend every single class session.** Failure to do so will affect your participation grade. Note that missing student-instructor conferences will count as an absence. UNC policy states that there is no such thing as an excused absence except for missing a class session in order to participate in a mandatory university-sponsored activity or if approved by the [Dean of Students](#) due to extenuating circumstances. Having a minor illness or taking a family trip are not excused absences and will affect your participation grade.

If you miss a class session, it is your responsibility to reach out to me or your classmates to find out what information you missed, including upcoming assignments, changes in the schedule, etc. You should also revisit our lesson plan from the day as well as the recording of that day's class session (if available) (Canvas>Modules). Ideally, you should contact me ahead of time if you think you may need to miss a class. I do not want to know the reason for your absence; if you feel your absence involves extenuating circumstances, please [contact the Dean of Students](#) who will make a determination and, if necessary, contact me to excuse your absence, at which point I will adjust your participation grade for the day(s) missed. Please note that the [Honor Code](#) also applies to such requests made to the Dean of Students. See the University attendance policy at <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>. (For more details, see "Evaluation & Grading" above, especially the subsection titled "Attendance.")

Arrive on time. Class begins strictly at 10:10am, at which point you should already be in your seat with your laptop, notes, the readings for the day, [Canvas](#), and the day's lesson plan open, ready to engage with the day's material. Tardiness will affect your participation grade. I highly encourage you to arrive to our classroom at least five minutes early to avoid being late to class.

Be prepared daily with assignments, drafts, readings, etc. If you show up to class without your assignments, rough drafts, or laptop or not having completed the assigned readings, you will be unable to engage with the material for the day and unable to contribute to class in a meaningful way, which will hurt your participation and/or daily homework grade.

Engage actively in all in-class exercises, discussions, writing workshops, and activities. Participate intensively and diligently with your peers. Collaborate with your classmates by offering consistently thoughtful questions, reactions, feedback, and discussion related to their work and ideas. By closely engaging with your peers' work, both you and your classmates will grow as writers and readers, and we will all learn and benefit from a collectively engaged community.

Complete every assignment thoroughly, thoughtfully, and punctually. I expect your best effort and attention to all reading, writing, and day-to-day activities in the course. **Please note that**

absence does not excuse you from completing any missed assignments. It is your responsibility to figure out what assignments you have missed and to work out an appropriate timeline with me for making them up or for turning them in before you miss a class. (Most, if not all, assignments will be submitted electronically via [Canvas](#). **If an assignment is due for a class session you miss, you are still responsible for submitting that assignment on time even though you won't be in class.**)

Give thoughtful peer feedback during class or group discussions or workshops, and work faithfully with your group members or partner on other collaborative tasks (such as sharing papers, commenting on drafts, peer editing, online discussion boards, answering peer questions, etc.). If you feel your partners or group members are not putting forth substantial effort to collaborate with you, please let me know.

Sustain effort and investment on each draft of all assignments (at least 2-3 drafts on average).

Make substantive revisions when the assignment is to revise, extending or changing the thinking or the organization, not just editing or touching up. While you do not have to make every change suggested by your readers, final drafts should show growth from original/rough drafts and evidence of your thoughtful engagement with peer and instructor feedback.

Copy-edit successfully all final revisions of assignments so they conform to the conventions of edited American English. While we will prioritize higher-order concerns (ideas) over lower-order ones (sentence-level issues), your attention to detail reflects your level of professionalism. The same standard for print projects applies equally to multimedia and/or digital projects. See also “Common Errors to Avoid in Standard Academic English” on Canvas at Files>Helpful Handouts and Resources.

Be consistent. All assignments, unless otherwise specified, are to be completed and submitted in standard academic format: [Microsoft Word](#), one-inch margins on all sides, double-spaced in size 12 Times New Roman black font, with a header in the top-right corner that consists of page numbers accompanied by student's last name (such as Smith 1, Smith 2, etc.). See also “Instructions for Formatting Assignments – ENGL 148” on Canvas at Files>Helpful Handouts and Resources.

IMPORTANT UNIVERSITY DATES:

Wed. Jan 8:	UNC FDOC (first day of classes); first class session for ENGL 148
Mon. Jan. 20:	MLK Jr. Day (no classes held)
Wed. Jan. 22:	UNC Census Date
Mon. Feb. 10:	UNC Well-Being Day (no classes held)
Fri. March. 7:	Spring Break begins at 5:00pm (We WILL meet for class.)
Sun. March 9:	Daylight Savings Time begins at 2:00am (“Spring forward!”)
Mon. March 17:	Spring Break ends (classes resume at 8:00am) (We WILL meet for class.)
Thurs. April 17:	UNC Well-Being Day (no classes held)
Fri. April 18:	University Holiday (no classes held)
Mon. April 28:	UNC LDOC (last day of classes); final class session for ENGL 148
Mon. May 5:	ENGL 148 Final Exam , 8:00am-11:00am, Greenlaw 302
Thurs. May 8:	Final course grades reported to the University by 5:00pm

ASSIGNMENT DUE DATES:

First Essay:	Fri. Feb. 14
Second Essay:	Fri. March 28
Final Project:	Mon. April 28
Final Exam:	Mon. May 5, 8:00am-11:00am, Greenlaw 302

Note: Typically, all assignments will be submitted electronically via [Canvas](#). The due dates listed above are for the final, graded drafts of each of these assignments. You will be expected to complete and turn in earlier drafts of all of these assignments throughout the semester. Unless otherwise specified, all assignments and drafts are due via electronic submission through Canvas by the start time of class, 10:10am, on that due date, as are all daily homework assignments. Late submission of drafts (rough drafts and/or final, graded drafts) will severely affect your grades. See the “Evaluation and Grading” section of this syllabus above regarding late submission of graded assignments. For specific assignment guidelines, always refer to the assignment prompt for that specific assignment ([Canvas](#)>Files>Assignments).

See also the “Calendar” tab on our [Canvas](#) course site for reminders about due dates for graded assignments, etc., although you are ultimately responsible for being aware of and making a note of all due dates and other expectations outlined in this syllabus.

COURSE POLICIES:

Please remember that the syllabus functions as a contract between the instructor and the students. You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are in class, you need to be present, both physically and mentally.

The Honor Code/Plagiarism

The Honor Code of the University is in effect at all times and applies to everything that we do at this university; the submission of work signifies understanding and acceptance of those requirements. Plagiarism and/or academic, intellectual, or creative theft will not be tolerated. I expect all students to follow the guidelines of the UNC Honor Code for all work in this class. Our work in this class will conform to the principles and procedures defined in *The Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the Honor Code at honor.unc.edu or <https://catalog.unc.edu/policies-procedures/honor-code/>. In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration or solicitation of feedback may be encouraged for an assignment but qualify as cheating during an exam or other project. Please see my guidelines for each assignment, and if you are unsure or have questions about the Honor Code as it relates to your academic work, please consult with me.

For the most part, you are encouraged to solicit and receive feedback on your writing in this course **as long as the words and ideas you submit are ultimately your own OR are properly cited.** For instance, it’s permissible to receive outside feedback; it’s NOT permissible to let someone else write a portion of your essay for you. You will regularly use outside sources in your research and writing, and proper citation of those sources is of utmost importance, required by the Honor Code and necessary in order to maintain the intellectual integrity of your work as you contribute to the larger scholarly discourse around your chosen topic(s). The research that we do this semester, whether primary or secondary, print or online, formal or informal, will require careful

documentation on your part. We will review citation guidelines early and often throughout the semester. The need to cite your sources applies to all of your work, including drafts as well as final versions of your comments, discussion posts, and projects. **When in doubt: CITE.**

If I suspect you of plagiarizing all or part of an assignment, even unintentionally, I am required to report the offense to the Honor Court. If you think you are running into trouble with an assignment, PLEASE come and speak with me. To learn more about plagiarism, see the UNC Writing Center's page on plagiarism (<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>) and/or the tutorial on plagiarism from the UNC Libraries (<https://guides.lib.unc.edu/plagiarism>).

You are free to discuss your daily posts, larger essays, and final project with your classmates, peers, etc. and even solicit feedback. All written work, however, should be yours and yours alone, with the obvious exception of including words or ideas from your primary and secondary sources AS LONG AS YOU CITE THOSE SOURCES. Remember that including someone else's ideas in your own words is still plagiarism and intellectual theft if you fail to cite that individual.

You will not be allowed to access your notes, books, or other materials during the final exam.

Using AI for Coursework

Artificial intelligence (AI), as it exists now, is purely a compilation of programs that scrape content and info from what already exists on the internet. The content such AI "generates" is based purely on what it can compile from what has already been posted online previously.

The use of artificial intelligence (AI), such as ChatGPT, for work in this course is not acceptable. All work completed in this course must be your own. Using the assistance of AI to complete any of your research or writing in this course is tantamount to having a friend or family member conduct your work for you, which is—in terms of this class—a violation of the University's [Honor Code](#) and is detrimental to the learning goals and intended outcomes for this course. Your goal in this course is to learn how to interpret texts and then conduct research and compositions on your own; using AI will let you down in your final composition and will also hinder your attempt to learn and practice the skills in this course and to achieve the goals of this course.

FYI: AI programs will confidently and convincingly provide you with information that is false, fabricated, or highly biased. Additionally, even if such a program provides you with accurate information, it is unable to craft its own argument or interpretation and can merely duplicate or mimic what others have previously posted or said online, even if those arguments/claims/stances are weak, inaccurate, etc. **Do NOT rely on AI programs to provide you with information, citations, etc. or to create your own argument, thesis, or original contribution to the ongoing discourse around a given topic.**

One of the purposes of a college education is to learn HOW to think, to work through a problem, to conceptualize ideas, etc. Relying on AI to do this work for you will result in a subpar product and will, more importantly, cheat yourself out of this vital learning opportunity.

However, AI *can* be useful in terms of coming up with keywords for your research topics, keywords you would use via research in databases such as those provided through the [UNC Libraries](#). Such a tactic is similar to simply Googling "topics related to ____" to help brainstorm ideas or possible

routes of research inquiry. This is the **ONLY** manner in which you are allowed to use AI for your work in this course. Again, any other use of any AI programs for work in this course will be considered a violation of the University's [Honor Code](#).

Class Decorum

There is a common saying that if you're not uncomfortable, you're not learning or growing. Although I aspire to make my students intellectually "uncomfortable" by challenging (and hopefully expanding) the ways in which they deconstruct texts (and the world around them) and write their own texts, I most definitely do NOT wish to make my students uncomfortable in that they feel attacked, exploited, mistreated, or neglected. I encourage an "uncomfortable" classroom (whether that's a physical class space or digital class spaces on [Canvas](#), [Zoom](#), or other similar platforms) in an aspiration for intellectual stimulation and growth via exposure to new perspectives, texts, ideas, and voices. In contrast to that interest in expanding one's perspectives, I certainly do not wish to create and will not tolerate a learning environment that is hostile, cruel, or exploitative.

We can never guarantee that a classroom will be a completely "safe" space. However, I believe that **our classroom should be a sacred space where students can share their thoughts and ideas without fear**. We are here to collaborate, to learn with and from each other. I value a free exchange of ideas as long as that exchange prioritizes mutual respect, inclusivity, and assumptions of good faith.

During our coursework, **we may engage with texts and ideas that involve intense content, content some may find emotionally triggering, upsetting, or controversial**, topics such as sexual assault (SA), interpersonal violence, graphic physical violence, sexual health, sexuality, identity-based harassment, chronic illness, disability and debility, death and dying, etc. This means that our discussions may be equally difficult and potentially intense; I will do my best to be sensitive to such potential reactions, and I expect all of you to do the same. In that same vein, a few of our texts include language many find offensive, including lines of dialogue containing hate speech or slurs. It can be difficult to confront and discuss such texts, but we cannot simply ignore texts because of the presence of speech we find deplorable. To do so, I argue, would be to empower the very words we wish to challenge and overcome. Instead, I encourage each of you to confront such texts, and I expect everyone to treat such material responsibly and appropriately as we discuss them. I also ask that within our classroom community, we approach such discussions with an assumption that we are all approaching these texts and this class in good faith and with good intentions, that we are here to analyze works of literature rather than harness literary texts as tools for continued linguistic violence.

Again, certain readings and discussions may be difficult for survivors, secondary survivors, and non-survivors alike. As we read and discuss these texts and ideas, please remember to maintain self-care. If you need to step outside the classroom, take a break, etc., please do so.

Any student who is impacted by harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, etc. is encouraged to seek appropriate resources on campus or in the community. As needed, please contact confidential resources such as the [Gender Violence Services Coordinators](#) in the [Carolina Women's Center](#) at (919) 962-1343 or [Counseling & Psychological Services \(CAPS\)](#) in [Campus Health Services](#) at (919) 966-3658 to discuss your specific needs.

Additionally, we will share and comment on each other's interpretations, daily posts, papers, and other projects. We will engage in difficult discussions and provide comments and feedback on each other's work both within the classroom and via other forms of communication such as the Canvas discussion boards or dropbox, etc. Again, some of our discussions or interactions may be especially challenging. **During all of our interactions, however, we will always maintain an environment of inclusivity and mutual respect. It is acceptable—and even desirable—to critique a peer's ideas or writing as long as such a critique is intended to help someone improve, to build them up rather than tear them down.**

If you have concerns about any aspects of our class environment, please communicate them directly to me immediately, so I have a chance to address those concerns and, if necessary, make appropriate changes or adjustments. I sincerely welcome your feedback.

Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability, as well as other categories I might not have thought to include in this statement. **I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate suggestions.**

Technology

- **Computers:** Please bring your laptop computer to class every day. Be sure that it is fully charged because our classroom has limited and inconveniently placed outlets. If I notice that you are distracted by other activities on your devices, your participation grade will suffer.
- **Cell Phones and Other Devices:** You can use your cell phone as a classroom tool to take pictures of the board or print materials, navigate Canvas, view our readings, etc. However, cell phones should not be used for endeavors unrelated to class during class sessions. Please do not rely on your cell phones or tablets as your primary tool for engaging with our in-class activities. **Bring your laptops to class.**
- **Other Devices:** Tablets and any other devices are welcome as long as you are using them for work related to this course.
- **Canvas:** In this class, we will use **Canvas** (<https://edtech.unc.edu/service/canvas/>), UNC's online course management system, for a number of course assignments, and it will be the primary way in which I share materials with you. If you have difficulty accessing our Canvas course site, please let me know immediately. For assistance with Canvas, log into Canvas and click the "Help" tab on the menu on the top of the page.
 - I will post announcements on Canvas to generate emails to everyone in our class. Make sure your UNC email/Canvas settings are set so you receive those emails. Check Canvas regularly for posted announcements; if you're not receiving the emails I create, adjust your email/Canvas settings and, in the meantime, be sure to check Canvas regularly. In addition, for your own academic and professional enrichment, when I release your feedback and grades on any assignment, it is your responsibility to:
 - Read through the feedback I provide to you, including the numerical grade you've earned.

- Regularly monitor your Canvas gradebook for errors, discrepancies, or any other grade-related matters you wish to dispute or discuss with me for clarification.
- Bring to my attention in a timely manner any such matters you wish to discuss.
- Recordings of Class Sessions: The course instructor may record meetings of this class for educational purposes. These recordings will be shared only with students enrolled in the course for purposes of academic instruction only. These recordings will be available shortly after each class session at Canvas>Modules>Class Recordings. Any use of a class recording by a student shall be for educational purposes only. Students may not record a class on their own, in any format, without prior express authorization from the University and may not copy, reproduce, or distribute any recording that they access. Students requesting the use of assistive technology as an accommodation should contact [Accessibility Resources & Service](#).
- Please also see my statement in this section above regarding the use of AI for work in this class, titled “Using AI for Coursework.”

Remember: Just because you have access to the internet during class does not mean that you should be using our class time to post on social media, check your email, etc. If I notice that your participation is suffering due to technological distractions, I will ask you to meet with me for a conference so that we can discuss a plan of action.

Finally, **it is important that you check your UNC email and our course Canvas site daily for messages and updates, as these will be our primary forms of communication inside and outside of class.** If you have questions outside of class time or normal office hours, then you should contact me via email at paulblom@live.unc.edu. I do my best to respond to student emails within 48 hours during business hours (Monday-Friday, 9:00am-5:00pm est), but understand that if you email me with a question about a homework assignment the night before it is due, then you might not receive a response before the start of class. Also, please keep all correspondence courteous, and remember to represent yourself professionally in emails by including a salutation and a signature. In all communications with me (email, assignment submissions, etc.), be sure to clearly indicate the specific course and section number in which you are currently enrolled. You are professional students embarking on a college career; therefore, you should practice professional communication.

Note: Before you email me with a question about the course, please carefully review the syllabus, specific assignment prompts, and our most recent lesson plan/class recording to see if the answer is readily available there.

For all aspects of technical support, visit the UNC ITS Help Desk at <https://its.unc.edu/service-desk/> or call 1.919.962.HELP (4357).

On-Campus Classroom Procedures

In many ways, some more obvious than others, the legacy of the COVID-19 pandemic continues to linger and will continue to affect all of us moving forward. While the use of masks and social distancing on campus is now optional, I ask all of my students to still be mindful and respectful of the individual needs, wishes, and concerns of their classmates. **Remember, all students, faculty, and staff are expected to abide by the University’s Community Standards,**

<https://carolinatogether.unc.edu/>. See also the brief but important document titled “Classroom Emergency Preparedness” at Canvas>Files, related to both COVID-19 standards and general emergency/safety standards for attending classes, meetings, or other events on campus.

Non-Discrimination Policy

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University’s policy not to discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status as consistent with the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories. Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential) in [Campus Health Services](#) at (919) 966-3658, or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu/>.

Accessibility Statement

Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. If there are circumstances that may affect your performance in this class, please let me know as soon as possible, so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. If you have information you wish to share with me about a disability, disorder, or neurodiversity issue, if you have emergency medical information you think I should know about, or if you need special arrangements in case the building must be evacuated, please set up an appointment with me to discuss this during office hours.

The University of North Carolina at Chapel Hill ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. In compliance with UNC policy and federal law, qualified students with psychological, physical, and other disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<https://ars.unc.edu/about-ars/policies>).

If you anticipate such accommodations and/or have concerns that should be discussed, please notify me as soon as possible so that appropriate arrangements can be made. Additionally, you may seek out student support services at the **Accessibility Resources and Service Office (ARS)**. UNC-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with learning disabilities, physical disabilities, mental health struggles,

chronic medical conditions, temporary disability, or pregnancy complications, all of which can impair student success. See the ARS website for contact and registration information: <https://ars.unc.edu/about-ars/contact-us> or <https://accessibility.unc.edu/students>. (A student is welcome to initiate the registration process at any time; however, the process can take time. ARS is particularly busy in the run-up to final exams and during final exams. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.)

Other student support services are available through the **Learning Center** (<http://learningcenter.unc.edu/>) and through **Counseling and Psychological Services (CAPS)**. CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short- or long-term needs. Go to their website (<https://caps.unc.edu>) or visit their facilities on the third floor of the [Campus Health Services building](#) for a walk-in evaluation to learn more. In addition to these campus resources for student mental health, I also want to call your attention to two **national hotlines for mental health support**. For information, resources, and referrals for mental health support, call 1.800.662.HELP (4357). For someone to speak to during a crisis 24/7, call 1.800.273.TALK (8255). **See also the [attached document](#) regarding mental health resources for students at UNC, especially the [Heels Care Network](#), a hub for mental health resources at UNC.**

For all University policies, see <https://catalog.unc.edu/policies-procedures/>.

COURSE RESOURCES:

In addition to various handouts or other resources I will post to our [Canvas](#) course site, there are a wide variety of resources to help you succeed in this class and beyond.

For all aspects of technical support, visit the UNC **ITS Help Desk** at <https://its.unc.edu/service-desk/> or call 1.919.962.HELP (4357).

The **UNC Writing Center**, located in [SASB North](#) and in [Greenlaw Hall](#), Room 221, offers free tutoring services for students; you can use their services both in-person and online. You may visit the Writing Center to ask for help with a specific paper, whether you are concerned with developing ideas and content, organizing your assignment, or working on style issues. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! To make an appointment, browse the Writing Center's online resources, or send a draft online, please go to <http://writingcenter.unc.edu/>. To make the best use of your time there, please bring a copy of both your assignment sheet and your draft with you. The Writing Center will not proofread papers or discuss grades with you. The Writing Center also has an excellent array of tips and tools at <https://writingcenter.unc.edu/tips-and-tools/>. The Writing Center also provides English language support in a variety of ways, which you might find especially useful if English is not your first or primary language: <https://writingcenter.unc.edu/esl/>.

Additionally, the **Purdue Online Writing Lab** (https://owl.purdue.edu/owl/purdue_owl.html) is a fantastic resource for learning more about mechanics, style, grammar, and citations. I'd also be happy to recommend other useful style guides, tools, reference materials, etc. if you ask.

The sister organization to the UNC Writing Center is the **UNC Learning Center**, which offers valuable resources for all other learning-related issues or needs, including tips for adjusting to college life, study strategies, and time-management skills. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in [SASB North](#) or visit their website to schedule an appointment: <http://learningcenter.unc.edu/>.

Similarly, **UNC Career Services** offer extensive support for finding a job (long-term or just for the summer) as well as assistance in completing an application, crafting a resume or cover letter, or conducting an interview, etc.: <https://careers.unc.edu/>.

The **UNC Libraries** also have amazing resources and dedicated, knowledgeable experts who will assist you with your research: <http://library.unc.edu/>. This includes one-on-one consultations with a librarian who can assist you in forming or executing a research plan. These consultations can be extremely valuable, and these [research librarians](#) can also assist you with your research projects in future classes as well.

I also want to call your attention to the [Academic Advising Program](#), which provides academic advising for undergraduate students at UNC. They are here to guide you and assist with planning your academic career and course-planning needs at UNC, but they are also highly connected with the rest of the university community and may be able to connect you with other resources for preparing for your future goals and/or addressing your current needs or problems.

[The Center for Student Success and Academic Counseling](#) in [SASB North](#), Room 2203, can be useful in solving problems non-mainstream students sometimes encounter. Contact CSSAC at 919-962-1046 or visit their website at <https://studentsuccess.unc.edu/>: “With a collection of programs dedicated to promoting academic excellence, we assist students in developing the skills and strategies needed to be successful. This commitment to student learning supports UNC’s mission to teach a diverse group of students ‘to become the next generation of leaders.’”

For resources on undergraduate research, including mentors, workshops, handouts, and opportunities to present or even publish your work, see the **Office for Undergraduate Research (OUR)** at <https://our.unc.edu/>, especially their pages on [presentation opportunities](#) and on [getting published](#).

Regarding final exams: You should be aware of the **Undergraduate Testing Center**, a resource that could be useful for you in our course or other courses moving forward. [The College of Arts and Sciences](#) provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with the [Accessibility Resources and Service Office \(ARS\)](#) and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

I also want to call your attention to **Adobe Creative Cloud**, a suite of fantastic programs to which we, as members of the UNC community, all have free access. This suite of programs includes Adobe Acrobat DC (a program for reading and editing .pdf files that is far superior to the simple [Adobe Reader](#)), Adobe Photoshop (for editing photos), Adobe Audition (for editing audio), and Adobe

Premiere Pro (for editing video). You should certainly take advantage of all of these programs. You can download and install Adobe Creative Cloud for free at <https://adobe.unc.edu>. Once you have Adobe Creative Cloud, you can use it to install any of the programs included in the suite. The process for obtaining Adobe Creative Cloud is a bit convoluted; for assistance, see “How to Get Adobe Creative Cloud” on Canvas at Files>Helpful Handouts and Resources.

As students at UNC, you all have free access (through your student fees) to a number of **free resources**, including (but not limited to) the following:

- Free access to a tremendous amount of scholarly books, journals, and articles (in digital format): <https://library.unc.edu/>
- Free online subscription to the *New York Times*: <https://guides.lib.unc.edu/nyt-academic-pass>
- Free online access to the *Washington Post*: <https://www-washingtonpost-com.libproxy.lib.unc.edu/>
- Free access to a variety of streaming movies and films: <https://guides.lib.unc.edu/az.php?s=1100>
- Free access to a variety of audio books: <https://carolina.overdrive.com/>

Students at UNC come from a variety of socioeconomic backgrounds; some students come from backgrounds of poverty. The following resource is provided by the [Initiative on Poverty and Inequality](#) to provide resources and support for such students: [Being Not-Rich @ UNC](#).

Food and/or Housing Insecurity: If you need food, a safe place to stay, or any other necessities, UNC has resources to help you. You can always contact the [Dean of Students](#) if you need help with any of these things. You can also get food from [Carolina Cupboard](#), our on-campus food pantry. Carolina Cupboard is located in the basement of [Avery Residence Hall](#) (295 Ridge Road; go in through the side doors).

For each class I teach, I also maintain a running Google Doc to which I encourage all of my students to contribute. Any time you confront a useful reading, resource, or other piece of media (useful for our class, for students, or just entertaining and interesting), you’re invited to add it to our running list. The document is titled [“Suggested Readings and Other Content.”](#) The link to that document is also on Canvas at Modules>Lesson Plans. I highly encourage you to contribute to this informal list, so we can collaboratively curate a list of readings and other content we can all use to inform and empower (or just entertain) each other this semester and in the future.

For a thorough and updated list of campus resources, [see the attached useful document, which I do not moderate](#). Please also keep in mind the various student support resources listed above under “Course Policies” as well as the [attached document](#) regarding mental health resources for students at UNC.

In a similar vein, there are a variety of support services available at UNC for mental health.

Counseling and Psychological Services (CAPS) is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short- or long-term needs. Go to their website (<https://caps.unc.edu>) or visit their facilities on the third floor of the [Campus Health Services building](#) for a walk-in evaluation to learn more. In addition to these campus resources for student

mental health, I also want to call your attention to two **national hotlines for mental health support**. For information, resources, and referrals for mental health support, call 1.800.662.HELP (4357). For someone to speak to during a crisis 24/7, call 1.800.273.TALK (8255). **See also the [attached document](#) regarding mental health resources for students at UNC.**

I want to especially emphasize the **Heels Care Network** website (<https://care.unc.edu/>), which serves as a hub for mental health and well-being resources available to UNC students, staff, and faculty, including links to 24/7 support and suicide prevention resources. It also features a live chat and a link to an anonymous care referral form for anyone to report concerns they have for a student. This campus-wide collaboration is designed to help students, families, faculty, and staff—our entire extended Tar Heel community—find the resources they need to support their mental health and well-being.

Lastly, as an instructor, I aim to challenge you to grow and excel, but **I am also dedicated to providing support to my students in times of crisis or other extenuating circumstances**. Although I am not a medical professional or mental health professional, it is still important that you know that I have received the following training so that you feel comfortable coming to me if you feel it necessary. Although I aspire to challenge you towards intellectual growth, I feel that my role is also one of support and guidance. Please know that I am here to advocate for your success and personal well-being. To support such growth and health, **I have completed the following training sessions so that I might be better equipped to support you in times of need:**

- **Education Fellow Certification.** [UNC Summer Institute on College Teaching](#), 2021.
- **[“Carolina Firsts Advocates Training”](#)** for providing support to first-generation college students, 2019.
- **[“One ACT Skills Workshop”](#)** for preventing violence, 2019.
- **[“Embody Carolina Training”](#)** for providing support to students experiencing eating disorders, 2019.
- **[“Green Zone Staff Training”](#)** for providing support to students past/presently active in the military, 2019.
- **[“Harassment and Discrimination Prevention”](#)** for faculty and staff members, 2019.
- **[“Sexual Assault Prevention: Ongoing Education.”](#)** Education on [Title IX](#) for instructors, 2019.
- **[“Safe Zone Staff Training”](#)** for providing support to members of the LGBTQIA+ community, 2018.
- **[“Mental Health First Aid Training for Higher Education”](#)** for recognizing and supporting people in mental health crises, 2018.
- **[“UNC HAVEN \(Helping to Advocate for Violence Ending Now\) Staff Training”](#)** for providing support to survivors of sexual and interpersonal violence and stalking, 2017.

COMMUNICATION AND FLEXIBILITY ARE CRUCIAL:

I cannot stress enough the need for clear communication. I will work hard to clearly communicate all assignment schedules and expectations along with any changes or adjustments made to our Course Schedule and to remind you regularly of upcoming assignment due dates, etc., primarily through our Google Doc lesson plans (Canvas>Modules>Lesson Plans).

It is your responsibility, however, to take careful notes in class and to check your email and our course [Canvas](#) site for updates and announcements. If you miss a class session, it is your responsibility to reach out to me or your classmates to find out what information you missed,

including upcoming assignments, changes to the syllabus/schedule, etc. You should also check the lesson plan from the day you missed and the recording of that day's class session (if available) (Canvas>Modules>Class Recordings).

Additionally, if you are experiencing larger issues that are affecting your performance as a student or your college life in general, please feel free to reach out to me directly or to contact various on-campus resources that can assist you, including the resources mentioned above in the "Course Policies" or "Course Resources" section of this syllabus as well as the [Dean of Students](#), [Campus Health Services](#), and the [Office of Campus Safety](#). These resources can offer assistance and support and, **at your discretion**, can communicate your situation to your instructors through an official capacity. UNC is a very supportive academic environment; we all genuinely want each of you to succeed, but no one can help you if you don't reach out, to me or to those other resources.

UNC faculty and staff are committed to providing an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing semester are made with your safety and health in mind, as well as the safety of UNC faculty and staff. Especially this semester, it is important to actively read and observe any communication that is sent from UNC or your instructor, so you can make adjustments as needed and not miss any class time. Please also inform your instructor(s) and department if anything changes on your end, if you're experiencing difficulties, etc.

If you need help, ASK! If you are falling behind or need extra help or have concerns about our classroom environment, please let me know. We can discuss brief concerns before or after class, and we can have an extended conversation and/or conference during my office hours or some other scheduled meeting time. To schedule an appointment, please email me at paulblom@live.unc.edu.

COURSE SCHEDULE:

Be sure to read the Course Schedule below in its entirety, make note of assignment due dates, etc. Plan ahead! You are responsible for knowing and abiding by these dates.

Any assigned reading listed for a particular date should be read prior to that day's class session. For instance, the assigned reading for Monday, January 13 is sections from Cohen's *Monster Theory* (1996). This means that students should come to class that day having completed that reading, posted a homework response to it (Canvas>Discussions), and ready to discuss it in class.

All drafts and other homework (including rough drafts, final drafts submitted for a grade, and daily homework assignments or response posts) are due on the listed due date before class begins (prior to 10:10am). For example, we will hold an in-class workshop for your First Essay on Friday, January 31. You must post a rough draft of that essay no later than 10:10am on Friday, January 31 (before our class session begins). For clarification and a quick list of due dates for all final drafts of graded assignments, see the "Assignment Due Dates" section listed above. Any time you submit a draft-in-progress, assume that we will workshop that draft in groups or partners that day in class, so always come to class ready to discuss your draft and provide thoughtful feedback to your peers on their own draft.

Week 1	Wed. Jan. 8:	UNC FDOC; first class session for ENGL 148; introduction to the course; syllabus overview <u>Due the night before:</u> • Complete all tasks at Canvas>Pages>Start Here!
	Fri. Jan. 10:	Why study horror? Clasen, <i>Why Horror Seduces</i> (2017): • “Introduction: Horror, Fear, and Evolution,” pp. 1-6 • Ch. 1: “Sizing Up the Beast: What Horror Is, and How It Is Studied,” pp. 9-22 Suggested readings: • Johnson, “On Fear: Social Justice in Horror” (<i>Medium</i>, 10-31-2020) • Moyer, “How Horror Stories Help Us Cope with Real Life” (<i>NYT</i>, 10-27-2022) • Scrivner et al., “Pandemic Practice: Horror fans and morbidly curious individuals are more psychologically resilient during the COVID-19 pandemic” (<i>Personality and Individual Differences</i>, vol. 168, 2021)
Week 2	Mon. Jan. 13:	Cohen, <i>Monster Theory: Reading Culture</i> (1996): • “Preface: In a Time of Monsters,” pp. vii-xiii • Ch. 1: “Monster Culture (Seven Theses),” pp. 3-25
	Wed. Jan. 15:	Practice literary analysis Curtis, “Empty” (2007)
	Fri. Jan. 17:	Intro to Gothic fiction Hogle, ed., <i>The Cambridge Companion to Gothic Fiction</i> (2002): • Hogle, Ch. 1: “Introduction: The Gothic in Western Culture,” pp. 1-20 • Suggested reading: Clery, Ch. 2: “The Genesis of ‘Gothic’ Fiction,” pp. 21-39
Week 3	Mon. Jan. 20:	MLK Jr. Day (no classes held)
	Wed. Jan. 22:	UNC Census Date; Walpole, <i>The Castle of Otranto</i> (1764): • “A Note on the Text,” p. xlii • “Preface to the First Edition,” pp. 5-7 • “Preface to the Second Edition,” pp. 9-13 • Chs. 1-2 (end on p. 53) • Suggested reading: “Chronology,” pp. vii-xii • Suggested reading: Gamer, “Introduction,” pp. xiii-xxxv
	Fri. Jan. 24:	Walpole, <i>The Castle of Otranto</i> (1764): • Chs. 3-5, pp. 54-101 • Suggested reading: “Appendix: Early Responses to <i>The Castle of Otranto</i>,” pp. 117-160

- Week 4 Mon. Jan. 27: Hawthorne, “Young Goodman Brown” (1835)
 Wed. Jan. 29: Poe, “The Masque of the Red Death” (1842);
 Poe, “The Black Cat” (1843);
 Lamott, [“Shitty First Drafts”](#) (1994)
 Fri. Jan. 31: Workshop #1 for first essay (post draft before class)
- Week 5 Mon. Feb. 3: Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886):
 • “Introduction,” pp. 7-8
 • Chs. 1-7 (“Story of the Door” through “Incident at the Window”), pp. 10-41
 Wed. Feb. 5: Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886):
 • Chs. 8-10 (“The Last Night” through “Henry Jekyll’s Full Statement of the Case”), pp. 41-77
 • Essay: James, “Dr. Jekyll and Mr. Hyde,” pp. 215-216
 • Essay: Chesterton, “Robert Louis Stevenson,” pp. 217-221
 Fri. Feb. 7: Workshop #2 for first essay (post draft before class)
- Week 6 Mon. Feb. 10: **UNC Well-Being Day (no classes held)**
 Wed. Feb. 12: Doyle, “Lot No. 249” (1892)
 Fri. Feb. 14: **First essay due before class begins**
 Gilman, “The Yellow Wallpaper” (1892)
- Week 7 Mon. Feb. 17: Freud, “The Uncanny” (1919)
 Wed. Feb. 19: DuBois, “The Comet” (1920)
 Fri. Feb. 21: Lovecraft, “Dagon” (1919)
 Lovecraft, “The Outsider” (1926)
- Week 8 Mon. Feb. 24: Sartre, “Erostratus” (1939)
 Wed. Feb. 26: Asimov, “Nightfall” (1941)
 Fri. Feb. 28: Bradbury, “The October Game” (1948)
 Bradbury, “The Veldt” (1950)
- Week 9 Mon. Mar. 3: Matheson, *I Am Legend* (1954): Chs. 1-11 (pp. 1-48)
 Wed. Mar. 5: Matheson, *I Am Legend* (1954): Chs. 12-21 (pp. 49-96)
 Fri. Mar. 7: Workshop #1 for second essay (post draft before class)

Note: On Sun. Mar. 9, Daylight Savings Time begins at 2:00am (“Spring forward!”)

- Week 10 Mon. Mar. 10: **Spring Break (no classes held)**
 Wed. Mar. 12: **Spring Break (no classes held)**
 Fri. Mar. 14: **Spring Break (no classes held)**

- Week 11 Mon. Mar. 17: O'Connor, "A Good Man is Hard to Find" (1953)
 Wed. Mar. 19: Jackson, *The Haunting of Hill House* (1959):
- Chs. 1-3, pp. 1-67
 - Suggested reading: Miller, "Introduction" (pp. ix-xxii)
- Fri. Mar. 21: Workshop #2 for second essay (post draft before class)
- Week 12 Mon. Mar. 24: Jackson, *The Haunting of Hill House* (1959): Chs. 4-6, pp. 68-131
 Wed. Mar. 26: Jackson, *The Haunting of Hill House* (1959): Chs. 7-9, pp. 132-182
 Fri. Mar. 28: **Second essay due before class begins**
 Oates, "Where Are You Going? Where Have You Been?" (1966)
- Week 13 Mon. Mar. 31: Butler, "Bloodchild" (1984)
 Wed. Apr. 2: King, "The Road Virus Heads North" (1999)
 Fri. Apr. 4: Stryker, "My Words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage" (1994)
 Suggested reading: Stryker, "More Words about 'My Words to Victor Frankenstein'" (2019)
- Week 14 Mon. Apr. 7: Palahniuk, excerpts from *Haunted* (2005)
 Wed. Apr. 9: Boudinot, "Blood Relatives" (2006)
 Boudinot, "Civilization" (2006)
 Fri. Apr. 11: Workshop #1 for final project (post draft before class)
- Week 15 Mon. Apr. 14: Russell, "St. Lucy's Home for Girls Raised by Wolves" (2007)
 Wed. Apr. 16: Mhlongo, "Ghost Story" (2022)
 Halleran, "Scary Stories" (2022)
- **Note: Thurs. Apr. 17 is a UNC Well-Being Day (no classes held)**
- Fri. Apr. 18: **University Holiday (no classes held)**
- Week 16 Mon. Apr. 21: McNamara, "Cryptozoology" (2018)
 Wed. Apr. 23: Workshop #2 for final project (post draft before class)
 Fri. Apr. 25: Final exam review (post your questions before class)
- Week 17 Mon. Apr. 28: **UNC LDOC; final class session for ENGL 148; final course projects due before class begins; final course wrap-up and take-aways**
- Final Exam** Mon. May 5: [ENGL 148 Final Exam](#), 8:00am-11:00am, Greenlaw 302
- Multiple-choice, short answer, extended answer; no notes allowed
 - Note: The course final exam is given in compliance with the university final exam policy and according to the UNC Final Exam calendar (<https://registrar.unc.edu/final-examination-schedule-spring-2025/>).
- Final Grades** Thurs. May 8: **ENGL 148 final course grades** reported to UNC by 5:00pm

FINAL NOTES:

- **I reserve the right to make changes to this syllabus as needed**, including assignment due dates or reading assignments as listed in the above Course Schedule. It is very likely that small secondary readings or other small homework assignments will be added to various days listed above. These changes will be announced and shared with the entire class as early as possible.
- For every class session, I will post a lesson plan as a [Google Doc](#) on Canvas at Modules>Lesson Plans. You do not need to access these before each class, but you should have access to them during that class session and should refer to them afterwards, especially if you miss that class. (If you miss a class session, be sure to refer to the most recent lesson plan and video recording of the day's class session and also touch base with your fellow classmates.) The end of each lesson plan will list homework for the next class session. You should always refer to that document for any adjustments, additions, etc. to this Course Schedule.
- **All students are responsible for knowing and abiding by all policies, dates, and other expectations listed in this syllabus.**
- **If you have questions at any point this semester, speak with me briefly before or after class, visit me during office hours, schedule a time to meet with me outside of office hours, or [email me](#) directly.**