

**Course: ENGL-200-D-E-F: Introduction to Literature: Weird Fiction (CRNs 10121, 10122, and 10123)**

Semester: Fall 2022 Time: ONLINE—fully asynchronous

**Prerequisite:** ACAF 102 or ENGL 112 or its equivalent.

**Materials:**

1. *The Weird: A Compendium of Strange and Dark Stories*, ed. Ann and Jeff VanderMeer. New York: TOR Books, 2011.
2. Other materials available on Canvas.

**Professor:**

Dr. Kevin Andrew Spicer, Associate Professor

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*Office Hours:* Tuesdays and Thursdays in the office all day—if those do not work, as always, just e-mail and we'll figure out a better time!

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**USF Mission Statement:** As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

**Course Description:** ENGL 200 provides students with an extensive exploration of fiction, poetry, drama and/or film, and sometimes the literary essay. The components of these genres are examined in order that students will be knowledgeable and critical readers. (IAI Course #: H3 900)

**Course Objectives/Outcomes:** *By the end of this course the student will be able to:*

1. demonstrate an awareness of the scope of this genre of literature called “Weird” fiction
2. learn to closely read and analyze texts from a number of different time periods, countries, authors, etc. in ways that clearly go beyond merely summarizing or paraphrasing the works under discussion
3. engage in cogent and reasoned argumentation about the texts both in writing and in oral discussion.

**General Education Outcome:** This course has one major General Education Outcome (HCW-3) that we will work toward achieving. The “Literary Inquiry” outcomes reads: students will learn to “relate to, enjoy, analyze, discuss, and

write about imaginative literature—including poetry, fiction, and drama or film—within such contexts as formalist, historicist, and reader-response theory.”

**Course Requirements:**

Students will be expected to:

1. Read the assigned texts;
2. Complete weekly discussion board assignments;
3. Produce a “Proposal for Final Project” (see Canvas here);
4. Complete the Final Project (more information is available on Canvas here).

**Course Schedule/Outline:**

| Week | Day/Date             | Reading<br>Assignment  | Assignment |
|------|----------------------|--|------------|
| 1    | Monday, August<br>22 | Read Michael<br>Moorcock’s<br>“Foreweird” (in<br><i>WC</i> ) and the<br>“Introduction” by<br>the VanderMeers<br>( <i>WC</i> ). |            |

| Week | Day/Date                | Reading Assignment  | Assignment   |
|------|-------------------------|---|--|
|      | Wednesday,<br>August 24 | Choose one of the following readings that will give us some theoretical terms and terminology to use going forward:<br>1.) “Section I: Introduction” of H. P. Lovecraft’s essay, “Supernatural Horror in Literature” available here and his “Notes on Writing Weird Fiction” here. 2.) Sigmund Freud’s essay, “The Uncanny” available here and Chapter 2, “Psychoanalytic Criticism,” in Lois Tyson’s <i>Critical Theory Today: A User-Friendly Guide</i> available here 3.) Mark Fisher’s <i>The Weird and the Eerie</i> here. | Week 0: Introducing Yourself (Section D, Section E), (Section F) |
|      | Friday, August 26       | Choose another one of the texts listed above for Wednesday and have a quick read-through.   |  |

| Week | Day/Date                   | Reading Assignment   | Assignment   |
|------|----------------------------|--|--|
| 2    | Sunday, August 28          | Week 1<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F)   |  |
|      | Monday, August 29          | Read Kubin,<br>Blackwood, Saki,<br>James, &<br>Dunsany<br>(pp. 1-70)—for<br>those interested<br>in a graphic novel<br>version of Saki's<br>story, see Laura<br>Neato's<br>seven-page<br>version <a href="#">here</a> . |  |
|      | Wednesday,<br>August 31    | Meyrink, Heym,<br>& Ewers<br>(pp. 71-89)   |  |
|      | Friday,<br>September 02    | Tagore, Ugolini,<br>& Merritt<br>(pp. 90-109)  |  |
|      | Sunday,<br>September 04    |  | Week 2<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
| 3    | Monday,<br>September 05    | Akutagawa,<br>Stevens, & Kafka<br>(pp. 110-147)  |  |
|      | Wednesday,<br>September 07 | Grabinski,<br>Arnold, &<br>Lovecraft<br>(pp. 148-182)—if<br>you're interested<br>in the epigraph to<br>Lovecraft's story,<br>the full version is<br>available <a href="#">here</a> .                                   |  |
|      | Friday,<br>September 09    | Irwin, Ray, &<br>Ray (pp. 183-222)   |  |

| Week | Day/Date                 | Reading Assignment   | Assignment   |
|------|--------------------------|--|--|
| 4    | Sunday,<br>September 11  |  | Week 3<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
|      | Monday,<br>September 12  | Smith, Sakutaro,<br>& Walpole<br>(pp. 223-247)   |  |
|      | Wednesday,<br>February 2 | Schulz, Johnson<br>& Leiber<br>(pp. 248-276)   |  |
|      | Friday, February<br>4    | Carrington,<br>Wollheim, &<br>Bradbury<br>(pp. 277-289)  |  |
|      | Sunday, February<br>6    |  | Week 4<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
| 5    | Monday,<br>February 7    | Sansom, Borges,<br>& Bhely-Quenum<br>(pp. 290-310)   |  |
|      | Wednesday,<br>February 9 | Jackson, St. Clair,<br>& Bloch<br>(pp. 311-332)—for<br>those who liked<br>Shirley Jackson's<br>"The Summer<br>People," feel free<br>to have a read of<br>her best story,<br>"The Lottery"<br>here. |  |
|      | Friday,<br>September 23  | Tutuola, Bixby,<br>& Monterroso<br>(pp. 333-351)   |  |
|      | Sunday,<br>September 25  |  | Week 5<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |

| Week | Day/Date                   | Reading Assignment  | Assignment   |
|------|----------------------------|---|--|
| 6    | Monday,<br>September 26    | Cortazar,<br>Sansom, &<br>Beaumont<br>(pp. 352-367)   | Week 6<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
|      | Wednesday,<br>September 28 | Peake, Buzzati, &<br>BerFriday,<br>December 16os<br>(pp. 368-405)—if<br>you loved the<br>Buzzati, don't<br>hesitate to read<br>his "The Falling<br>Girl". |  |
|      | Friday,<br>September 30    | Rodoreda,<br>Seignolle, &<br>Wilson<br>(pp. 406-422)  |  |
|      | Sunday, October<br>02      |   |  |
| 7    | Monday, October<br>03      | du Maurier,<br>Aickman, &<br>Etchison<br>(pp. 423-473)  | Week 7<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
|      | Wednesday,<br>October 05   | Tiptree, Jr.,<br>Basso, & Kincaid<br>(pp. 474-520)  |  |
|      | Friday, October<br>07      | Martin, Leman,<br>Campbell<br>(pp. 521-559)   |  |
|      | Sunday, October<br>09      |   |  |
| 8    | Monday, October<br>10      | Shea, William<br>Gibson/John<br>Shirley, &<br>Harrison<br>(pp. 560-599)   |  |

| Week | Day/Date                                     | Reading Assignment  | Assignment   |
|------|--|---|--|
| 9    | Wednesday, March 2                           | Russ, Harrison, & Mitra<br>(pp. 600-622)  | Week 8<br>Discussion Board<br>Post (Section D,<br>Section E,<br>Section F) |
|      | Friday, March 4                              | Wilson, Butler, & Barker<br>(pp. 623-656)   |  |
|      | Sunday, March 6                              |   |  |
|      | Monday, March 7<br>— SPRING<br>BREAK WEEK    | FINAL<br>PROJECT<br>PROPOSAL<br>WORKSHOP<br>WEEK—No<br>assigned reading<br>this week. |  |
|      | Wednesday, March 9 —<br>SPRING BREAK<br>WEEK | FINAL<br>PROJECT<br>PROPOSAL<br>WORKSHOP<br>WEEK—No<br>assigned reading<br>this week. |  |
| 10   | Friday, October 21 — SPRING<br>BREAK WEEK    | FINAL<br>PROJECT<br>PROPOSAL<br>WORKSHOP<br>WEEK—No<br>assigned reading<br>this week. |  |
|      | Sunday, October 23                           |   | Final Project<br>Proposal Due  |
|      | Monday, October 24                           | Krohn, Kilworth, & Shepard<br>(pp. 657-717)   |  |
|      | Wednesday, October 26                        | Ellison, Okri, & Hand<br>(pp. 718-755)  |  |
|      | Friday, October 28                           | Oates, Brite, & Ajvaz<br>(pp. 756-776)  |  |

| Week | Day/Date               | Reading Assignment  | Assignment   |
|------|------------------------|---|--|
| 11   | Sunday, October 30     |   | Week 10<br>Discussion Board Post (Section D, Section E, Section F) |
|      | Monday, October 31     | Fowler, Koja, & Murakami (pp. 777-797)                    |  |
|      | Wednesday, November 02 | Tuttle, Laidlaw, & Utley (pp. 798-823)                    |  |
|      | Friday, November 04    | Simpson, Spencer, Ford (pp. 824-843)                      |  |
| 12   | Sunday, November 06    |   | Week 11<br>Discussion Board Post (Section D, Section E, Section F) |
|      | Monday, November 07    | King, Carter, Padawer (pp. 844-875)                       |  |
|      | Wednesday, November 09 | Chapman, Lee, Link (pp. 876-895)                          |  |
|      | Friday, April 1        | KierFriday, December 16, Chabon, & Mièville (pp. 896-921) |  |
| 13   | Sunday, April 3        |   | Week 12<br>Discussion Board Post (Section D, Section E, Section F) |
|      | Monday, April 4        | KierFriday, December 16, Chabon, & Mièville (pp. 896-921) |  |
|      | Wednesday, April 6     | Ford, Ligotti, Evenson (pp. 963-1005)                     |  |



| Week | Day/Date               | Reading Assignment                               | Assignment   |
|------|------------------------|--|--|
| 14   | Friday, April 8        | Samuels, Abraham, Lanagan (pp. 1006-1035)        | Week 13<br>Discussion Board Post (Section D, Section E, Section F) |
|      | Sunday, November 20    |  |  |
|      | Monday, November 21    | Wright, Barron, Williams (pp. 1036-1068)         |  |
|      | Wednesday, November 23 | Negarestani, Morrisette, & Duffy (pp. 1069-1099) | Week 14<br>Discussion Board Post (Section D, Section E, Section F) |
|      | Friday, November 25    | Jones & Bishop (pp. 1100-1112)                   |  |
| 15   | Sunday, November 27    |  |  |
|      | Monday, November 28    | FINAL PROJECT WORK WEEK #1                       |  |
|      | Wednesday, November 30 | FINAL PROJECT WORK WEEK #1                       |  |
|      | Friday, December 02    | FINAL PROJECT WORK WEEK #1                       |  |
|      | Sunday, December 04    |  | Week 15<br>Discussion Board Post (Section D, Section E, Section F) |

| Week | Day/Date               | Reading Assignment         | Assignment         |
|------|------------------------|----------------------------|--------------------|
| 16   | Monday, December 05    | FINAL PROJECT WORK WEEK #2 |                    |
|      | Wednesday, December 07 | FINAL PROJECT WORK WEEK #2 |                    |
|      | Friday, December 09    | FINAL PROJECT WORK WEEK #2 |                    |
|      | Sunday, May 1          |                            |                    |
| 17   | Monday, May 2          |                            |                    |
|      | Wednesday, May 4       |                            |                    |
|      | Thursday, May 4        |                            | FINAL PROJECTS DUE |

**Methods of Evaluation:** See “Course Requirements” Section *supra*. Only *Nota bene* here is the policy on “late work”: “Late work will lose a point for each day that it is late. After one week, the work is a zero. In-class work will not be accepted late.”

**Grading Scale:** Standard USF grading scale.

**Course Evaluations/Surveys:** Information gleaned from course evaluations is an important part of maintaining quality and continuous improvement in courses. The University’s expects students to thoughtfully participate in this anonymous evaluation process.

**COURSE POLICIES: Attendance Policy:** Attendance policy is at the discretion of the instructor.

*The instructor reserves the right to adjust the syllabus and class schedule as circumstances may warrant during the semester.*

*Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.*

*Policies not covered in this document will be handled in accordance with the USF Catalog and/or Student Handbook.*

**INSTITUTIONAL POLICIES:** The student should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the “For Students” section of the USF portal.

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog and Student Handbook. For the most current version of the catalog, please visit [here](#).

Students are expected to be familiar with and follow the various procedures and guidelines regarding USF’s COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub.

**Academic Integrity:** Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the USF Catalog for further clarification and information on grievance procedures.

**Services and Accommodations for Students with Disabilities (Americans with Disabilities Act):** The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University’s programs or services, please contact the Office of Disability Services at 815-740-3631 or [ODS@stfrancis.edu](mailto:ODS@stfrancis.edu). The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

**Academic Support Services:** The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

**Technology Support:** 1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including: a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select Chat with Canvas Support for a “live” text-based click-to-chat session, b. select Report a Problem to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline. **NOTE:** Responses to Canvas’ email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email. 2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu> 3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via: \* Phone: 1-815-768-TECH (8324) \* Email: [techsupport@stfrancis.edu](mailto:techsupport@stfrancis.edu) \* Web: <http://techsupport.stfrancis.edu> \* Or visit them on the first floor of Marian Hall