

**MODULE DESCRIPTOR**

<b>TITLE</b>	American Nightmares
<b>SI MODULE CODE</b>	77-6475-00S
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	P303
<b>SUBJECT GROUP</b>	Stage and Screen
<b>DEPARTMENT</b>	Humanities
<b>MODULE LEADER</b>	Shelley O'Brien

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
36		164	200

**MODULE AIM**

To provide an opportunity to extend students' knowledge of genre film production by focussing on the American horror film post-1960 and by looking at the cultural, political and production context of a group of key films.

**MODULE LEARNING OUTCOMES**

By engaging successfully with the module a student will be able to:

- Demonstrate critical awareness of how horror films can be seen to express the social anxieties of the time in which they were produced  
**Maps to Programme Learning Outcomes 2, 3, 4, 7, 8**
- Critically assess and reflect on the contribution of a number of key directors and the role their films have played in the development of the horror genre  
**Maps to Programme Learning Outcomes 3, 4, 6, 8, 9**
- Evaluate analyses of, and critical approaches to, key examples of the American horror film post-1960, and  
**Maps to Programme Learning Outcomes 2, 3, 4, 6, 7, 8, 9**
- Demonstrate a historical understanding of the key trends in American horror post-1960 and the evolution of horror cycles/sub-genres.  
**Maps to Programme Learning Outcomes 2, 3, 8**

**INDICATIVE CONTENT**

- Post classical Hollywood and the growth of independent production
- post-1960 American horror films and their cultural context
- the emergence of horror cycles/sub-genres post-1960
- the work of a number of key directors, and
- the horror film, genre criticism, and the concept of cultural resonance.

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- the module will be delivered through weekly lectures, screenings and seminars
- seminars will be introduced by the tutor and will be devoted to a particular topic each week; students will focus on the key reading and screening, and students will work in small groups following a set of questions given out at the start of each seminar; the tutor will work with each group individually to ensure all students have chance to express their ideas and opinions, and
- one-to-one tutorials - tutors will provide constructive critical feedback on ideas and work in progress.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration</b>	<b>In-module retrieval available</b>
1	Essay	CW	20%	1,000	N
2	Essay	CW	80%	3,000	N

## **FEEDBACK**

Students will receive feedback on their performance in the following ways:

- formative verbal feedback from their tutors when they discuss their ideas for the essay; advice on how to prepare the essay plan; formative written feedback on the plan
- summative feedback on the essay, and
- feedback in emails in response to questions/ideas about their work.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Learning resources for the module will include:

- reading list available in the module guide and through blackboard
- Blackboard resources including uploaded guidance notes for both assignments
- audio-visual materials to be shown during lectures and seminars, and
- extracts from academic texts and journal articles distributed during lectures.

## **KEY TEXTS:**

CHERRY, Brigid (2009) *Horror* Routledge

HUMPHRIES, Reynold (2002) *The American Horror Film: An Introduction* Edinburgh University Press

LOWENSTEIN, Adam (2005) *Shocking Representation: Historical Trauma, National Cinema, and the Modern Horror Film* Columbia University Press

MADDREY, Joseph (2004) *Nightmares in Red, White and Blue: The Evolution of the American Horror Film* McFarland

NEWMAN, Kim (2011) *Nightmare Movies: Horror on Screen since the 1960s* Bloomsbury

PHILLIPS, Kendall (2008) *Projected Fears: Horror Films and American Culture* Greenwood Publishing Group

## SECTION 2 MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2015

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	09/2015	01/2016

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	N/A

#### MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

#### SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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#### FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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#### NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.  NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	
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#### REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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