



HORROR & SOCIETY

Unit

CURRICULUM TRACK

ESSENTIAL QUESTIONS:

1. WHY DO WE WRITE ABOUT HORROR AND FEAR?
2. WHAT DO WE LEARN ABOUT THE INDIVIDUAL AND SOCIETY WHEN ANALYZING HORROR?
3. HOW CAN WE BETTER ANTICIPATE AND UNDERSTAND OUR CURRENT ANXIETIES? AND HOW DOES HORROR HELP US PROCESS THIS?



SEMESTER 1 | UNIT 1

PRE 20TH CEN HISTORY & HORROR:

GOALS

1. STUDENTS WILL GET IN TOUCH WITH OUR EMOTIONS AND UNDERSTAND WHAT MAKES US AFRAID.
2. STUDENTS WILL UNDERSTAND EARLIER HORROR AND ITS HISTORICAL IMPLICATIONS AND IMPACT ON THE GENRE.

TOPICS

Psychology of fear:

- Biological/evolutionary fear: what are we hardwired to fear
- The Uncanny

Historical Contexts

- Urban Gothic vs. Nature
- Rise of Science

Atmosphere:

- Creating Mood (anticipation, dread, etc)

PRIMARY TEXTS

EDGAR ALLAN POE:

Tell-Tale Heart, The Raven, The Cask of Amontillado

CHARLOTTE PERKINS GILMAN:

The Yellow Wallpaper

SECONDARY TEXT

PSYCHO

(Alfred Hitchcock)

1931 FRANKENSTEIN

(James Whale)

END OF UNIT ASSESSMENT

Horror Soundtrack: Understanding Mood and Imagery.

SEMESTER 1 | UNIT 2

UNDERSTANDING TROPES

GOALS

1. STUDENTS WILL ANALYZE CORNERSTONE TEXTS WITHIN HORROR FROM THE LAST CENTURY AND COMMON TROPES THAT EXIST WITHIN THE GENRE.
2. STUDENTS WILL UNDERSTAND HOW THESE TROPES CARRY THROUGH INTO MODERN TEXTS.

TOPICS

The Anatomy of a Trope

- Final Girl, The monster, the Macguffin, etc.

Societal Horror

- Tradition and Conformity
- Subverted Ending
- Urban Decay
- Body Horror

PRIMARY TEXTS

THE LOTTERY

by Shirley Jackson

THE MIDNIGHT MEAT TRAIN

by Clive Barker

THE MONKEY'S PAW

by W.W. Jacobs

SECONDARY TEXT

HALLOWEEN

(John Carpenter)

JAWS

(Steven Spielberg)

TWILIGHT ZONE – SELECTED EPS**

(Rod Sterling)

**Time Enough at Last, The Monsters are Due on Maple Street, I Shot an Arrow into the Air, The Eye of the Beholder

END OF UNIT ASSESSMENT

Rewrite for Horror: Students take one story that they are familiar with and rewrite that story or scene as if it were horror.

SEMESTER 2 | UNIT 3

HORROR AS SOCIAL COMMENTARY

GOALS

1. STUDENTS WILL LOOK INTO THE RELATIONSHIP BETWEEN HORROR AND SOCIAL COMMENTARY.
2. STUDENTS WILL BE ABLE TO ANALYZE AND CREATE A HORROR WORLD THAT EXAMINES THE WORLD THEY LIVE IN.

TOPICS

Horror as Historical Witness

- Generational Trauma
- The Gothic South/Haunting of “Slavery”

Horror as Critique/Modern Social Horror

- The “Other”/The Mob
- Eco-Horror
- Suburban and Urban Anxiety

PRIMARY TEXTS

BELOVED

by Toni Morrison

WAKE UP AND OPEN YOUR EYES

by Clay McCleod Chapman

SECONDARY TEXT

TEXAS CHAINSAW MASSACRE

(Tobe Hooper)

WEAPONS

(Zach Cregar)

NIGHT OF THE LIVING DEAD

(George A. Romero)

END OF UNIT ASSESSMENT

Horror Analysis Web. Visualization of in-depth analysis of one text explored this semester.

SEMESTER 2 | UNIT 4

HORROR AS SOCIAL COMMENTARY

DRIVING QUESTIONS

1. WHAT THEMES OR TROPES HAVE WE SEEN EMERGE?
2. WHAT IS ANALOG HORROR? WHY IS THIS CURRENTLY A MAJOR TROPE OF HORROR? (CONSIDER THE BACKROOMS, ANALOGY HORROR GAMING, LIMINAL SPACE).
3. WHAT DOES THE CURRENT STATE OF HORROR TELL US ABOUT OUR CURRENT ANXIETIES? WHERE ARE WE GOING FROM HERE?

TOPICS

The Uncanny Technology

- Aesthetics of Decay
- Nostalgia as Horror
- Trust in Authority

Re-exploring Atmosphere in the Modern Age

Parasocial Horror

- Digital Urban Legends

EXPLORING TEXTS AND RESOURCES

- Discussion on the Current State of Horror
- True Crime
- Creepy Pastas
- Horror Games: My Father's Long Long Legs, Five Nights at Freddy's
- Articles: Horror Never Dies , The Future of Horror

END OF UNIT ASSESSMENT

Create your own Horror RPG.