

San José State University
Department of English and Comparative Literature
English 10, Great Works of Literature, Spring 2018

Instructor: Dr. Katherine D. Harris
Office Location: FO 214
Telephone: (408) (924-4475)
Email: Katherine.harris@sjsu.edu
Office Hours: Tues & Thur 1-2pm & by appointment
Class Days/Time: T/R 3-4:15pm
Classroom: Clark 111

Course Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our course web page on Canvas. You are responsible for regularly checking the email you provided in MySJSU to learn of any updates or the Canvas messaging system.

Course Description

2018 is an important year in the literary world. It marks the 200th anniversary of the publishing of Mary Shelley's novel, *Frankenstein*. This work is an astonishingly timely narrative that explores fundamental questions about the limits of science, the ethics embedded within pushing forward with new technologies, and the relationship between and danger of trying to control the natural world. It also has an immense legacy in film and other forms. Additionally, while Mary Shelley is not the first English woman to publish, she is one of the most lauded women writers of the early 19th century.

The importance of this written masterpiece for San José—home to Silicon Valley—and San José State University is also obvious. During 2018, the university and its regional partners will host The *Frankenstein* Bicentennial. The novel brings together STEM fields with Humanities & the Arts at San José State and partner university campuses in such a way to engage almost every discipline and major. The project's events will address timely issues of our world in Silicon Valley and the advent of technology—a critical topic with questions important to our academic, regional and world communities. The novel, because it has been so popular for 200 years, lives on in discussions about what it means to be human in a digital world.

The *Frankenstein* Bicentennial, while academically focused, will facilitate discussions relating to technology, humanity, and ethics and how they affect our current world.

English 10, Great Works of Literature, will focus on Mary Shelley's 1818 *Frankenstein* as a starting point for discussing all of these elements to end up at a discussion about being human in the digital age.

Course Goals and Student Learning Objectives

Course Learning Outcomes and Course Goals

GE Learning Outcomes (GELO) for Area C2

GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

Upon successful completion of this course, students will be able to:

- CLO 1 Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- CLO 2 Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature
- CLO 3 Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- CLO 4 Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- CLO 5 Articulate the relations among culture, history, and texts.

Required Texts/Materials

Frankenstein; or the Modern Prometheus (1818) Longman Cultural Edition - ISBN 9780321399533

Patchwork Girl (hypertext fiction) Eastgate Publishing

Destroyer, a graphic novel, by Victor LaValle – ISBN 9781684150557

Frankenstein as OKBOS, mobile app

Grading Policy

10% Class Discussion & Participation ([GELO 1](#))

10% Discussion Posts ([GELO 1,2,3](#); [CLO 3](#))

15% Tweeting as a Character Essay ([GELO 1](#); [CLO 1](#))

10% Reviews of Off-Campus Events (Ballet, Body Worlds, Deep Humanities) ([GELO 1](#); [CLO 5](#))

15% In-Class Event Team Collaboration ([CLO 1, 5](#))

10% Frankenstein Film Festival Team Collaboration ([GELO 1; CLO 5](#))

10% Poster for Deep Humanities ([GELO 1 & 2; CLO 4](#))

20% Research Essay based on Poster ([GELO 1, 2, 3; CLO 1, 3, 4](#))

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

- The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.
- The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final

grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Class Discussion & Participation

This course studies a variety of ways to analyze literature. From the first day of class, your participation in each class meeting is imperative. Since this class is largely discussion-based, arrive to class prepared with the proper readings. Bring *Heart of Darkness* to every class meeting.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

Weekly Discussion Posts (10 total)

This weekly writing will also allow you to practice your writing skills. Posts (unless otherwise specified) are formal writing that should conform [MLA style with proper citation format 8th edition](#) should be edited for grammar and typographical mistakes. Sloppy writing will be penalized by at least 3 points. Use of first person (I/we/us/our) or third person (you) will result in a zero on the post. (See [Writing Tips \(Links to an external site.\)](#)[Links to an external site.](#))

There are no make-ups for discussion posts; you simply receive a zero for that post. A late post will receive a zero. Please be aware that missing even a few of these posts will cause your final grade to drop significantly. On some days, you will write a post for participation points. This will apply not necessarily in terms of finite points, but will instead represent your participation in the class. Most of the prompts for these posts will be supplied in class. (In other words, you have to attend class to get the prompt.)

Citing and quoting (and linking!) outside sources will definitely enhance your score. When in doubt, cite everything (use the [8th edition of MLA Style \(Links to an external site.\)](#)[Links to an external site.](#)). See below for scoring rubric:

- 8-10 points: The post explores the prompt using references from our discussions, details from evidence, and an intellectual exploration of the topic. The post is free from grammatical and writing errors. This level of points is difficult to achieve. Expectations are high for the intellectual rigor of the post.
- 5-7 points: The post has the beginnings of intellectual rigor but lacks one of the qualities above.
- 3-4 points: The post regurgitates class discussion without exploring the topic further in addition to lacking evidence. The post contains grammatical errors, informal writing, ignores MLA style.
- 1-2: The post severely lacks elements from above or does not answer the prompt. This point range also signals a lack of formal writing and a recommendation to visit the Writing Center for help with formal writing style. This point range also signals use of personal pronouns throughout the post as well as a lack of interest in the topic/prompt.
- 0 points: This represents not submitting the post on time, not at all, using first or third person, or not answering the prompt at all.

Tweeting as a Character Essay

Students will tweet as a character from Mary Shelley's novel, *Frankenstein*, by including the hashtag #frankenstein200 and the @Frank200Yrs Twitter profile in each tweet. *More information to be distributed with full assignment instructions.*

Reviews of Off-Campus Events

Students will write reviews of the lecture by Professor Peel on *Frankenstein* ([Links to an external site.](#))[Links to an external site.](#) at the Ballet ([Links to an external site.](#))[Links to an external site.](#), San Francisco Ballet performance of "Frankenstein," The Tech Museum's Exhibit "Body Worlds," and the [Deep Humanities One-Day Symposium \(Links to an external site.\)](#)

[external site.](#))[Links to an external site.](#). Students will choose one event from the list of [Related Events \(Links to an external site.\)Links to an external site.](#) to attend and write a review. Reviews will first be posted in Canvas as a discussion post; after review by the entire class, particular posts will be selected for publishing on the [Frankenstein Bicentennial \(Links to an external site.\)Links to an external site.](#) website. *More information to be distributed with full assignment instructions.*

In-Class Team Collaboration Event

In teams, students will organize particular events in class that will be open to other students at SJSU -- the events will occur during our regular class session. The events include: 1) a stage reading of *Presumption* (3/15), 2) trial of Victor Frankenstein and/or the creature/monster, or 3) ethics debate of creature vs. monster. Each team will engage with the appropriate experts on campus to enliven the discussion, e.g., a religions professor to discuss Victor's dilemmas or a psychology major to explore Victor's madness. The [SJSU Debate Team \(Links to an external site.\)Links to an external site.](#) or the [Ethics Bowl \(Links to an external site.\)Links to an external site.](#) will be extremely helpful for two of the events. *More information to be distributed with full assignment instructions.*

Frankenstein Film Festival

Students will work together in teams to plan the Frankenstein Film Festival (3 films over 3 days) in conjunction with the regional [Frankenstein Bicentennial \(Links to an external site.\)Links to an external site.](#) celebration. In teams, students will be responsible for 1) selecting a film, 2) researching the connection between the film and the novel, *Frankenstein*, 3) working with library liaison, Toby Matoush, on obtaining the public performance rights, and 4) introducing the film on that team's designated date. *More information to be distributed with full assignment instructions.*

Poster for Deep Humanities

Students will work individually to create a poster for the student poster session at the [Deep Humanities One-Day Symposium \(Links to an external site.\)Links to an external site.](#).

Research Essay based on Poster for Deep Humanities

Based on the preliminary research, arguments, and ideas presented at the student poster session, students will individually write and submit a research essay about [Deep Humanities \(Links to an external site.\)Links to an external site.](#). *More information to be distributed with full assignment instructions.*

Late Submission Policy

If you cannot meet an assignment deadline (other than the discussion posts), you must [contact](#) Prof. Harris **at least 48 hours prior** to our class meeting to discuss the situation. When you contact Prof. Harris, please know that no matter the situation, for *every day* that an assignment is late, you will be penalized a half grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. In order to avoid late penalties, an assignment must be submitted in the required form on Canvas.

No late submissions allowed for discussion board posts.

Academic Integrity & Plagiarism

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7 \(Links to an external site.\)](#)Links to an external site., requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development \(Links to an external site.\)](#)Links to an external site. website for more information.

If you plagiarize or cheat on any of your assignments, you will automatically fail this course.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

No recordings of this course, Introduction to Literary Criticism, are allowed (video or voice).

Classroom Protocol

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of

each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

Email Protocol, Office Hours & Online Contact

Office Hours: T/Th 1-2pm & by appointment, FO 214

Email is the best possible way to contact me (9am-5pm, M-F) and has the added bonus of recording our conversations. When emailing me, consider it a formal communication. See below for a brief example or check out the [Writing Center's handout Links to an external site.](#) (pdf):

Dear Professor Harris,

[my question]

Thanks,

[sign your name here with your course]

Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours or schedule an online chat/video chat. You might also be able to get my attention on Twitter for a very brief query. ***Plan to check your Canvas account on a daily basis.***

Skype ID: katherinedharris

Twitter ID: @triproftri

Email: katherine.harris@sjsu.edu

Canvas Conference or Zoom (contact me to schedule)

See this extremely helpful article about emailing your professor and why there's such an insistence on formality: "[Re: Your Recent Email to your Professor. \(Links to an external site.\)](#)Links to an external site." *Inside Higher Ed.*

University Policies

These links contain information relevant to all courses at SJSU.

[General Expectations, Rights and Responsibilities of the Student](#)

[Course Requirements and Assignments](#)

[\(Links to an external site.\)](#)

[Attendance and Participation](#)

[Accommodation to Students' Religious Holidays](#)

[Dropping and Adding](#)

[Consent for Recording of Class and Public Sharing of Instructor Material - No Recording of Engl. 101](#)

[Academic integrity - aka Plagiarism Policy](#)

[Campus Policy in Compliance with the American Disabilities Act](#)

[Student Technology Resources](#)

[SJSU Peer Connections](#)

[SJSU Writing Center](#)

[SJSU Counseling and Psychological Services](#)

English 10, Spring 2018, Course Schedule

Date	Topics	Reading Due	Assignment Due
Thur 1/25	Introductions: You, Me, Frankenstein	<p>Readings/Discussions:</p> <ul style="list-style-type: none"> • Coffee with a Professor Program (free coffee/tea!) (Links to an external site.)Links to an external site. • Syllabus Policies & Schedule: <ul style="list-style-type: none"> ○ Emailing, Office Hours ○ Plagiarism/Recording/Intellectual Property ○ Read Shadow Syllabus (Links to an external site.)Links to an external site. (Sonja Huber) • Emailing your Professors: <ul style="list-style-type: none"> ○ Writing Center's handout (Links to an external site.)Links to an external site. (pdf) ○ "Re: Your Recent Email to your Professor (Links to an external site.)Links to an external site." <i>Inside Higher Ed</i> 	
Tue 1/30	Our Curriculum	<p>Discussions</p> <ul style="list-style-type: none"> • How to organize the semester - Student choice • Required Edition + Reading Strategies • Why is Frankenstein still so popular 200 years later? <i>See our Information on The Popularity of Frankenstein page</i> 	
Thur 2/1	Reading all of <i>Frankenstein</i> - No Class Session	<p>The class decided that you need to read all of the novel first before taking a deep dive</p> <p>Work on reading Introduction, Vols. 1-3 of <i>Frankenstein</i></p>	
Tue 2/6	Introduction to Contemporary Cultural Moment of <i>Frankenstein</i> - British Romanticism	<p>Reading</p> <ul style="list-style-type: none"> • ...still finishing the entire novel • See our Information About Mary Shelley & Her Circle page • See our Information About the Novel page • See our Information About the British Romantic Period page • See our Databases & Online Resources page <p>Helpful Videos</p> <ul style="list-style-type: none"> • Introduction to Gothic Literature (Links to an external 	

Date	Topics	Reading Due	Assignment Due
		<p>site.)Links to an external site.</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • Frankenstein Mini-Lecture 1 (Links to an external site.)Links to an external site. <p style="text-align: center;"></p> <p style="text-align: right;">(Introduction to Novel)</p> <ul style="list-style-type: none"> • Frankenstein Mini-Lecture 2 (Links to an external site.)Links to an external site. <p style="text-align: center;"></p> <p style="text-align: right;">(Vol I)</p> <ul style="list-style-type: none"> • Frankenstein Mini-Lecture 3 (Links to an external site.)Links to an external site. <p style="text-align: center;"></p> <p style="text-align: right;">(Vols I-II)</p> <p>Discussion</p> <ul style="list-style-type: none"> • "Body Worlds Decoded (Links to an external site.)Links to an external site.," The Tech Museum -- Off Campus • Film Festival Planning - Teams • Attending & blogging about events, films, podcasts (Stanford & SVLS) 	

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • Tweeting as a Character assignment 	
Thur 2/8	Frankenstein: Nightmares, Beginnings, & Composition	<p>Readings</p> <ul style="list-style-type: none"> • 1831 Introduction (FR 180-191) • Epigraph (FR 1-2) • Preface (FR 3-5) • Letters, Vol. I (FR 5-17) <p>Information</p> <ul style="list-style-type: none"> • See our Information About Mary Shelley & Her Circle page • See our Information About the Novel page • See our Information About the British Romantic Period page • See our Databases & Online Resources page <p>Related Articles</p> <ul style="list-style-type: none"> • “Mary Shelley’s Frankenstein - in Charts (Links to an external site.)Links to an external site.” (<i>The Guardian</i>, Jan 13, 2018) • "Frankenstein at 200 and Why Mary Shelley Was (Links to an external site.)Links to an external site....." • "The Weird Science that Inspired Mary Shelley (Links to an external site.)Links to an external site." • "Frankenstein and the Weird (Links to an external site.)Links to an external site." (podcast) • "A Cheat Sheet Guide to (Links to an external site.)Links to an external site.Frankenstein and the Novel's Legacy for Scientific Innovation (Links to an external site.)Links to an external site." 	
Tue 2/13	Frankenstein: Science, Education, & Perversity	<p>Readings</p> <ul style="list-style-type: none"> • Chps 1-3, Vol. I (FR 17-36) • Edmund Burke on "Sublime and Beautiful (FR 212) • Gilpin on "Picturesque" (FR 216) <p>Related Articles</p> <ul style="list-style-type: none"> • "How Franken- Lurched Its Way into Our Lexicon (Links to an external site.)Links to an external 	<p>Related Readings Journal #1</p> <p>Discuss Tweet as a Character Assignment & begin tweeting (#frankenstein200 & #sjsufrankenstein)</p>

Date	Topics	Reading Due	Assignment Due
		<p>site."</p> <ul style="list-style-type: none"> • "Why (Links to an external site.)Links to an external site.Frankenstein is still Relevant Almost 200 Years After it was Published (Links to an external site.)Links to an external site." • "The Long Shadow of (Links to an external site.)Links to an external site.Frankenstein (Links to an external site.)Links to an external site." <p>Videos</p> <ul style="list-style-type: none"> • "Frankenstein: Defining the Monster (Links to an external site.)Links to an external site. <p style="text-align: center;"></p> <p style="text-align: right;">" (Heather Keenleyside lecture, Chicago Humanities Festival 2013)</p> <p>Discuss</p> <ul style="list-style-type: none"> • Review of Events (take a look @ Related Event (Links to an external site.)Links to an external site.s - perhaps the 2/27 Stanford event?) 	
Thur 2/15	Frankenstein: Dreams & Mistakes	<p>Readings</p> <ul style="list-style-type: none"> • Chp 4, Vol. I (FR 37-42) • "The Rime of the Ancient Mariner (Links to an external site.)Links to an external site.," Coleridge (comp 1797, pub 1817) • "Kubla Khan (Links to an external site.)Links to an external site.," Coleridge (1816) • <i>Baby and Child Care</i> excerpt, Spock (FR 270-72) <p>Related Articles</p> <ul style="list-style-type: none"> • "The Vivisectionist and Frankenstein (Links to an external site.)Links to an external site." • A Galvanized Corpse (Links to an external site.)Links to an external site. (image) • General Views on the Application of 	

Date	Topics	Reading Due	Assignment Due
		<p>Galvinism (Links to an external site.)Links to an external site. to <i>Medical Purposes</i> (1819)</p> <ul style="list-style-type: none"> • "The Science of Life and Death in Mary Shelley's Frankenstein (Links to an external site.)Links to an external site."Links to an external site." • "Frankenstein's Impact on Science with Audrey Shafer (Links to an external site.)Links to an external site." (Stanford Radio podcast) <p>"How Real Life Science Inspired Mary Shelley's Frankenstein" (Mental Floss) (Links to an external site.)Links to an external site.</p> <p>Discussion</p> <ul style="list-style-type: none"> • Film Festival Planning - PPR & copyright (funding (Links to an external site.)Links to an external site.? contact distributors? film selection?) - See Suggestions (Links to an external site.)Links to an external site. • Teams organizing an Event: trial, stage reading, or ethics debate 	
Tue 2/20	Frankenstein: Pastoral Revenge	<p>Readings</p> <ul style="list-style-type: none"> • Chp. 5, Vol. I, <i>Frankenstein</i> (FR 42-48) • "Tintern Abbey, (Links to an external site.)Links to an external site." Wordsworth (1798) <p>Related Articles</p> <ul style="list-style-type: none"> • "Man as God: Frankenstein Turns 200 (Links to an external site.)Links to an external site." • "Frankenstein, or the beauty and terror of science" (Links to an external site.)Links to an external site. (Henk van den Belt, Jan 9, 2017) 	Post: Choose 1 Related Article to discuss the readings for today (300-500 words)
Thur 2/22	Frankenstein: Morality	<p><i>Special Guest, Prof. Anand Vaidya, "Embodied Cognition"</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Chps. 6 & 7, Vol I; Chp. 1, Vol. II, <i>Frankenstein</i> (FR 	

Date	Topics	Reading Due	Assignment Due
		<p>48-69)</p> <ul style="list-style-type: none"> • Letter III, Wollstonecraft, Letters (Links to an external site.)Links to an external site. <p>Related Articles</p> <ul style="list-style-type: none"> • “The Monster Reads Milton’s Paradise Lost (Links to an external site.)Links to an external site.” (Wm. Moeck, NYPL) • "Frankenstein: Penetrating the Secrets of Nature Online Exhibit (Links to an external site.)Links to an external site." (History of Medicine, US National Library of Medicine) 	
Tue 2/27	Frankenstein: Heaven, Hell, & Daemons	<p><i>Special Guest (possibly!), Dean Shannon Miller, Milton scholar</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Chps. 2-9, Vol. II, <i>Frankenstein</i> (FR 69-115) • Excerpt from <i>Paradise Lost</i> (FR 304) • Byron's "Prometheus" (FR 315) • Hazlitt on Satan from <i>Lectures on the English Poets</i> (FR 317) <p>Related Articles</p> <ul style="list-style-type: none"> • "The Problem with Playing God (Links to an external site.)Links to an external site." 	Post: Choose 1 Related Article to discuss the readings for today (300-500 words)
<p>Wednesday, February 28, 2-3pm</p> <p>"Frankenstein at the Ballet: Mary Shelley and Her 'Hideous Progeny (Links to an external site.)Links to an external site.," Professor Ellen Peel, San Francisco State University</p> <p>Student Union Room 4B</p> <p>(Podcast of 2017 Pointes of View (Links to an external site.)Links to an external site. similar Talk)</p>			
Thur 3/1	Frankenstein: Bucolic Landscapes	<p>Readings</p> <ul style="list-style-type: none"> • Chp. 1, Vol. III, <i>Frankenstein</i> (FR 115-122) • Revisit “Tintern Abbey,” Wordsworth 	

Date	Topics	Reading Due	Assignment Due
		<p>Related Articles</p> <ul style="list-style-type: none"> • "Frankenstein's Landscapes (Links to an external site.)Links to an external site." (podcast) • "Frankenstein's Moon (Links to an external site.)Links to an external site." (Donald Olsen, et al, NYPL) • "The Modern Day Victor Frankenstein's (Links to an external site.)Links to an external site." • "Frankenstein's Impact on Science (Links to an external site.)Links to an external site." (podcast) <p>Discussion</p> <ul style="list-style-type: none"> • Film Festival Planning - 1910 Edison Version (Links to an external site.)Links to an external site. • Working with Engl. 110 on poster design for "Deep Humanities" and/or Film Festival 	
Tue 3/6	Frankenstein's Science	Class Field Trip "Body Worlds Decoded," The Tech Museum	
Thur 3/8	Frankenstein: Threats, Destruction, & Cold Climates	<p>Readings</p> <ul style="list-style-type: none"> • Chps. 2-8, Vol. III, <i>Frankenstein</i> (FR 123-179) <p>Related Articles</p> <ul style="list-style-type: none"> • "How Frankenstein's Monster Became Sexy (Links to an external site.)Links to an external site." • "Is Silicon Valley Making its own Monster (Links to an external site.)Links to an external site.s" (Science Friday, NPR) <p>Discussion</p> <ul style="list-style-type: none"> • Film Festival Planning 	Post: Choose 1 Related Article to discuss the readings for today (300-500 words)
March 9, 7pm, San Francisco Ballet			
See Information San Francisco Ballet			
Tue 3/13	Adaptation: Frankenstein in Three Acts	Readings	Post: Choose 1 Related Article to discuss the readings

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • all of the play <p>Related Articles</p> <ul style="list-style-type: none"> • "What Victor Frankenstein Got Wrong (Links to an external site.)Links to an external site." • See Synopsis, Characters, etc (Links to an external site.)Links to an external site. @ Romantic Circles • "The Trouble with Doubles (Links to an external site.)Links to an external site." (podcast) <p>Discussion</p> <ul style="list-style-type: none"> • Film Festival Planning 	<p>for today (300-500 words)</p> <p>Tweeting as a Character Essay Due by 3pm</p>
Thur 3/15	Adaptation: Frankenstein in Three Acts	<p>In-Class Event</p> <ul style="list-style-type: none"> • "Presumption" (stage reading, 1823) 	
Tue 3/20	Adaptation: Destroyer	<p><i>Possible Special guests: Ed Sams, Kirstyn Leuner OR Victor LaValle (maybe just on Twitter)?</i></p> <p>Readings</p> <ul style="list-style-type: none"> • <i>Destroyer</i>, Books 1-3 • "Dick Gregory @ Kent State (Links to an external site.)Links to an external site." (1971, video) • Black Frankenstein: The Making of An American Metaphor (Links to an external site.)Links to an external site. (read the introduction - pdf (Links to an external site.)Links to an external site.) • "Study for Frankenstein #1 (Links to an external site.)Links to an external site." (artwork) <p>Related Articles</p> <ul style="list-style-type: none"> • "Updating Frankenstein for the Age of Black Lives Matter (Links to an external site.)Links to an external 	<p>Post: Choose 1 Related Article to discuss the readings for today (300-500 words)</p>

Date	Topics	Reading Due	Assignment Due
		site." <ul style="list-style-type: none"> • The Irish Frankenstein (Links to an external site.)Links to an external site. (image) 	
Thur 3/22	Adaptation: Destroyer	Readings <ul style="list-style-type: none"> • <i>Destroyer</i>, Books 4-6 Related Articles <ul style="list-style-type: none"> • Observations on Insanity (Links to an external site.)Links to an external site. Links to an external site. ... (Arnold 1782 - pathologizes imagination as the first step towards insanity if overused) Discussion <ul style="list-style-type: none"> • Film Festival Planning 	
Tue 3/27		In-Class Event <ul style="list-style-type: none"> • Trial of Victor Frankenstein or Creature (mental stability & establishing madness; religious position; psychological position; child development of creature) 	
Thur 3/29	Adaptation: <i>Patchwork Girl</i>	Videos <ul style="list-style-type: none"> • Patchwork Girl (Links to an external site.)Links to an external site. <div style="text-align: center; margin: 20px 0;">  </div> <ul style="list-style-type: none"> • Patchwork Girl, Part 2 (Links to an external site.)Links to an external site., Part 1 	Post: Choose 1 Related Article to discuss the readings for today (300-500 words)

Date	Topics	Reading Due	Assignment Due
		<p style="text-align: center;"></p> <p>to an external site._</p> <ul style="list-style-type: none"> • Patchwork Girl, Part 3 (Links to an external site.)Links <p style="text-align: center;"></p> <p>to an external site._</p> <ul style="list-style-type: none"> • Patchwork Girl, Part 4 (Links to an external site.)Links <p style="text-align: center;"></p> <p>to an external site._</p> <p>Discussion</p> <ul style="list-style-type: none"> • Film Festival Planning 	
Tue 4/3	<i>Adaptation: Patchwork Girl</i>	<p>Readings</p> <ul style="list-style-type: none"> • Play Patchwork Girl <p>Related Articles</p> <ul style="list-style-type: none"> • "The Race to Build the World's First Sex Robot (Links to an external site.)Links to an external site." 	
Frankenstein Film Festival			
Thur 4/5	Poster Session Prep	<p>Readings:</p> <ul style="list-style-type: none"> • "Man as God: Frankenstein Turns 200 (Links to an external site.)Links to an external site." 	

Date	Topics	Reading Due	Assignment Due
		<ul style="list-style-type: none"> • "Dr. Frankenstein's Three Big Mistakes (Links to an external site.)Links to an external site." • Possible topics (Links to an external site.)Links to an external site. for your research poster 	
Frankenstein Film Festival - Opening Night April 6, Student Union Theater, 5-8pm			
Tue 4/10		In-Class Event <ul style="list-style-type: none"> • Ethics Debate of creature vs. monster (involved SJSU Debate Team? Prof. Susser Phil students?) 	
Thur 4/12	Poster Session Prep		
Frankenstein Film Festival April 12, Student Union, Room 1A, 5-8pm			
Tue 4/17	Adaptation: OKBOS	Readings <ul style="list-style-type: none"> • Play <i>Frankenstein</i> in OKBOS! • <i>See our Information about OKBOS</i> page 	Post: Review the game in comparison to the novel
Thur 4/19	Adaptation: OKBOS	<i>Special Guest:</i> Thane Plambeck, co-creator of OKBOS	
Frankenstein Film Festival April 19, Student Union, Room 1A, 5-8pm			
Tue 4/24	Poster Session Prep		
Thur 4/26	Prep for "Deep Humanities" Poster Session		
Tue 5/1	"Deep Humanities" Panels & Poster Session		
Thur 5/3			Post: About your poster session experience
Tue 5/8	Adaptation: Frankenstein Game	Play Frankenstein200 (Links to an external site.)Links to an external site. !	Post: Review the game in the comparison to the novel
Thur 5/10	Final Research Essay Prep		
FINAL Research Essay Due May 18, 2:45-5pm			