**What Makes A Monster: IDH 2930 Section 204F, #18207**

Fall 2018

Time: Wednesday Period 9 (4:05-4:55 PM)

Location: Little Hall 117

Instructors: Nina Stoyan-Rosenzweig; nstoyan@ufl.edu

Arvind Sommi; arvindsommi@ufl.edu

Mary Johnson: maryejohnson@ufl.edu

Olivia Trumble: OliviaTr@housing.ufl.edu

Yasmina Bassi; yasminabassi@ufl.edu

Office Hours can be set with any of the instructors by e-mailing them at the address above.

Class libguide- <https://guides.uflib.ufl.edu/monster> (To access public information on Monster-related events, and information on more resources and materials.)

**Class Description**

Godzilla, Dracula, the Alien, Kevin Spacey? What is the scariest monster you can imagine?  Ever wondered why some monsters are scarier, or more horrifying than others? This innovative course- team taught by 4 undergraduates in the Honors program- focuses on discussing monsters and developing a broader conversation. Eventually this conversation will include the University and Gainesville community, and one of the semester’s projects include the creation of an exhibit on Monsters at the Harn Museum of Art.   Because 2018 is the 200 anniversary of a book describing one of the better known monsters- Frankenstein- the course will read and discuss the book “Monstrous Progeny: a history of the Frankenstein Narratives.”  Through the book, and exploring questions about how society fears, defines, understands, and, sometimes, embraces, monsters, students will select materials from the Harn Museum collection and will write the labels for an exhibit that will open in January of 2019.  During this time, enrolled students will explore the history and context of the term “monster” and come to understand what makes a monster a monster, how what we consider monstrous changes over time and, ultimately, consider what is ultimately the most monstrous- is it what something looks like, or how it behaves?

**Required Text**

*Monstrous Progeny: A History of the Frankenstein Narratives* by Lester Friedman and Allison Knavey

All other readings will be available online, with links provided below on the course schedule.

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **In-Class**  | **Readings Due** | **Assignments Due** |
| **Week 1: August 22**Unit 1: Introduction | Syllabus/Intro to ClassArt Work Assignment Picks Instructions |  |  |
| **Week 2: August 29**Unit 1: Introduction | Discussion: What is a Monster? | *Monstrous Progeny:* Introduction Article: What is a Monster? : <http://www.cam.ac.uk/research/discussion/what-is-a-monster> Article: *The New Yorker,* “The Strange and Twisted Life of Frankestein” <https://www.newyorker.com/magazine/2018/02/12/the-strange-and-twisted-life-of-frankenstein>  | Art Work Picks Assignment (Due 8/29 in class)Discussion 1 Post (Due 9/2 at midnight) |
| **Week 3: September 5**Unit 2: Museum Exhibit Orientation | Lesson on How to Write Label TextLabel Text First Draft Assigned  |  | Discussion 1 Replies (Due 9/4 at midnight) |
| **Week 4: September 12**Unit 2: Museum Exhibit Orientation | Harn Visit (Attendance Mandatory!) |  |  |
| **Week 5: September 19**Unit 3: Monsters in Medicine | Lecture/ Discussion: Monsters in Medicine | *Monstrous Progeny*: Chapters 1 and 2Web Link: The Background of the Mutter Museum<https://www.smithsonianmag.com/history/dr-mutter-surgery-was-dangerous-and-horrifically-painful-ordeal-180952580> Web Link: Interview on the Mutter Museum<http://muttermuseum.org/videos/m%C3%BCtter-minute-on-monsters-and-marvels/>Web Link: Mutter Museum Exhibits<http://www.nj.com/indulge/index.ssf/2014/10/5_of_the_freakiest_things_to_see_at_the_mutter_museum.html>Web Link: Mary Dyer’s Monster<http://marybarrettdyer.blogspot.com/2011/09/mary-dyers-monster.html>Web Link: Monstrous Births<http://www.rebelpuritan.com/Monster.html> | Discussion 2 Post (Due 9/23 at midnight) |
| **Week 6: September 26** | Potential Speaker |  | Discussion 2 Replies (Due 9/25 at midnight) |
| **Week 7: October 3**Unit 4: Psychological/ Sociological Aspects of Monsters | Lecture/ Discussion: Psychological/ Sociological Aspects of Monsters  | *Monstrous Progeny:* Chapter 3Article: *The New Yorker,* Dehumanization and the Roots of Morality<https://www.newyorker.com/magazine/2017/11/27/the-root-of-all-cruelty>Article: *The Paris Review,* What to Do with the Art of Monstrous Men? <https://www.theparisreview.org/blog/2017/11/20/art-monstrous-men/> | Discussion 3 Post (Due 10/7 at midnight)  |
| **Week 8: October 10**Unit 4: Psychological/ Sociological Aspects of Monsters | Meeting with Harn CuratorsIntroduction/ Assignment of Final Projects |  | Label Text, First Draft (Due 10/10 in class)Discussion 3 Replies (Due 10/9 at midnight) |
| **Week 9: October 17**Unit 5: Cross-Cultural Monster Narratives  | Lecture/ Discussion of Cross-Cultural Monster Narratives  | *Monstrous Progeny:* Chapter 4Web Link: Chupacabras<https://news.nationalgeographic.com/news/2010/10/101028-chupacabra-evolution-halloween-science-monsters-chupacabras-picture/> Web Link: Banshees<https://www.celtic-weddingrings.com/celtic-mythology/legend-of-the-banshee> Web Link: Poltergeists<http://www.dreadcentral.com/news/102913/historical-origins-of-the-poltergeist/> Web Link: Theseus and the Minotaur<https://www.greekmyths-greekmythology.com/myth-of-theseus-and-minotaur/>  | Discussion 4 Post (Due 10/21 at midnight) |
| **Week 10: October 24**Unit 5: Cross-Cultural Monster Narratives | Mini Presentations |  | Final Project Proposals due (In class, 10/24)Discussion 4 Replies (Due 10/23 at midnight) |
| **Week 11: October 31** | Speaker: Dr. Friedman |  |  |
| **Week 12: November 7**Unit 5: Cross-Cultural Monster Narratives | Mini Presentations |  | Second Draft of Label Text (due in class, 11/7) |
| **Week 13: November 14** | Speaker: Claire Dederer |  | Mini Presentation Response Sheets (due in class, 11/14) |
| **Week 14: NO CLASS- Happy Thanksgiving!**  | --- | --- | Final Draft of Label Text (due online, 11/21) |
| **Week 15: November 28**Unit 6: Monsters in Pop Culture | Lecture/ Discussion of Monsters in Pop Culture | *Monstrous Progeny:* Chapter 5Web Link: *The Shape of Water* Trailer<https://www.google.com/search?q=the+shape+of+water+trailer&oq=the+shape+of+water+trailer&aqs=chrome.0.0l6.3091j1j7&sourceid=chrome&ie=UTF-8> Web Link: Guillermo del Toro interview <http://www.cbc.ca/radio/q/wednesday-sept-27-2017-guillermo-del-toro-toya-delazy-and-more-1.4305671/from-the-crib-to-the-ago-guillermo-del-toro-s-lifelong-kinship-with-monsters-1.4305985>  | Discussion 5 Post (Due 12/2 at midnight) |
| **Week 16: December 5**Unit 6: Monsters in Pop Culture | Final Discussion: Different Views of Monsters and How They’ve Changed Over Time  | *Monstrous Progeny:* Chapter 6 | Discussion 5 Replies (Due 12/4 at midnight) |
| **Exam Week**  | No Class; all aspects of Harn Project must be completed by the end of the week  |  |  |

**Partnership with the Harn Museum**

One of the main activities of this course will be cooperating over the course of the semester with the Harn Musuem of Art to create and promote an exhibit on monsters for Spring 2019. Students will be responsible for picking the art works for the exhibit, writing Label Text for the art work, coordinating with our contacts at the Harn, and participating in other activities of their choice to create or promote the exhibit. **Because many of the assignments for this class are also items that the Harn requires to complete the exhibit on time, the penalty for missing or late assignments related to developing the Harn exhibit are stiff. Communication with both the Harn coordinators and the class instructors is crucial in situations in which this can absolutely not be avoided. If, at any point in the semester, you cannot complete an assignment related to Harn Exhibit on time for any reason contact one of the course instructors immediately.**

**Assignments and Grading Grading**

**All Assignments must be completed to earn credit for this class. For late Discussion Group Posts and Mini Presentation Response Sheets, there is a 10% reduction in grade per day late. For all other assignments (i.e., assignments related to the Harn Exhibit), there is a 30% reduction in grade per day late.**

**Grading Point Breakdown:**

Class Attendance (85 points- 21%)

Discussion Group Posts (75 points- 19%)

* 25 points per discussion; three out of five discussions must be completed

Mini Presentations (80 points- 20%)

* Presentations (50 points)
* Presentation Response Sheets (30 points)

Harn Project (160 points- 40%)

* Art Work Assignment Picks (20 points)
* Harn Visit Attendance (20 points)
* Label Text First Draft (30 points)
* Label Text Second Draft (15 points)
* Label Text Third Draft (15 points)
* Project Participation (60 points)

**Class Attendance** **(85 points)** Attendance in this class is mandatory. Students may miss two periods without penalty. After this, any class missed will result in a deduction of 7 points per absence from the “Attendance” grade. Two instances of tardiness- being fifteen minutes or more late to class- constitutes one absence. Students with no absences will receive 5 points of extra credit at the end of the semester added to their attendance grade.

**Discussion Groups (75 points)**

There will be five Discussion Posts on Canvas throughout the semester. Each Discussion Post consists of one original post of 150-400 words and 2 replies to other posts each of 50-200 words. Students must complete **at least three** of these Discussion Posts. They may complete the other Dicussion Posts for Extra Credit (5 points each, for a potential total of 10 extra points). For a Discussion Post to be complete, students must complete both an original post and two replies within the same discussion. Each Discussion Post is worth 25 points. The due dates of each Discussion Post can be seen on the class schedule above.

* Discussion 1 (25 points)
* Discussion 2 (25 points)
* Discussion 3 (25 points)
* (Optional) Discussion 4 (+5 points)
* (Optional) Discussion 5 (+5 points)

**Mini Presentations**

* Presentations (80 points)

During our unit on Cross-Cultural Monster Narratives, each student will give a brief 3-5 minute presentation on a story, myth, or legend about monsters from their own culture. The culture can be local (town, city, or region) or national (country). The student must also explicitly connect their presentation to at least one topic about monsters that has been discussed in class in some way (from the book, other readings, lectures, class discussions, or other materials). They must provide a brief analysis of this topic and an explanation of how their monster story relates to it. Powerpoints and other presentation tools may be used but are by no means required. The presentation dates can be seen on the class schedule abovel

* Presentation Response Sheets (15 points each)

There will be two days of presentations. For each day of presentations, each student will choose one presentation other than their own to write a response sheet on. Each response sheet should be between 200-500 words long. The due date for the response sheets can be seen on the class schedule above.

**Art Work Assignment Picks (20 points)**

Students will be given a list of art works that can potentially be included in the Harn Museum Exhibit we are creating on Monsters on the first day of class. They must choose three different works of art that they think should be included in the exhibit and that they would be interested in researching over the course of the semester, rank these art works in terms of their preferences, and provide a brief explanation on why they would be interested in researching each of these works. This assignment will be due the second week of class, however, art work pieces will be assigned on a first come, first serve basis, so students are encouraged to submit this assignment as early as possible.

**Harn Visit Attendance (20 points)**

On **September 12**, we will be meeting with our Harn exhibit coordinators **at the Harn Museum** during our normal class time so that we can see the exhibit space and receive instructions from the exhibit coordinators as a class. We will provide assistance upon request for anyone who believes they may have difficulty reaching the museum for the meeting, however, **it is strictly mandatory for all students.** Attendance at the meeting is worth 20 points.

**Writing Label Text (60 points)**

Each student will be responsible for writing label text for their art piece for the Harn exhibit. There will be three drafts of label text submitted (see the class schedule above for specific dates). The Harn curators will provide initial instruction on how to write label text and will also correct and return the first two drafts so that students can perfect it before it is used in the exhibit.

* First Draft (30 points)
* Second Draft (15 points)
* Third Draft (15 points)

**Harn Project Participation (60 points)**

In addition to picking and researching an art piece for the exhibit and writing its label text, each student must also participate in designing or promoting some aspect of the Harn Exhibit in another way of their choice. Students are highly encouraged to develop their own ideas for improving the exhibit in any way they would like to- possible suggestions include advertising the exhibit, designing the exhibit space, or creating a creative supplement for the exhibit (a podcast, a blog, etc.). Students must submit their specific idea for their project to both the class instructors and the Harn coordinators **by October 24**, although they are encouraged to do so earlier. They will receive full points for participation in the project as long as they adhere to to the plans they agree to with the instructors and communicate with the instructors and the Harn coordinators regularly throughout the semester.

**Grade scale for class points awarded:**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

**Academic Honesty**

All students sign the following statement upon registration at the University of Florida: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” As instructors for this course, we fully support the intent of the above statement and will not tolerate academic dishonesty.

**Student Responsibility**

Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above. All assignments should be submitted through the website and in hard copy when requested. Each students is also responsible for checking his or her UF e-mail account for course notifications and for communicating with the instructors regarding any situation that may hinder his or her progress or participation in the course.

**Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the instructor when students request accommodation.