Reconstructing Frankenstein’s Monster
English 295H: Undergraduate Research Seminar
Spring 2018  T/Th 2:00-3:15
Professor Jeanne Moskal

Course Description: To celebrate the bicentenary of this groundbreaking modern novel, members of this class will reconstruct the world in which Mary Shelley created Frankenstein’s monster. Working with the instructor, the Graduate Research Consultant, and UNC librarians, you will curate a public exhibit of rare materials that illuminate the novel and its contexts. You will explain your findings to family, friends, the UNC community, and the public in concise exhibit labels and in conversing with attendees during the exhibit’s opening at Wilson Library on April 26.

Instructor: Professor Jeanne Moskal, moskal@unc.edu, office hours T&F 1:00-1:45 & by appt in GL 402.
Graduate Research Consultant: Grant Glass, grantg@live.unc.edu, office hours M 2-4, Th 1-2 in GL 505.

Assignments: You will be the researchers and curators who make your intellectual vision a physically embodied reality. Your vision takes shape through (1) your selection of display objects (15% of final grade); (2) your selection of page openings (15%); (3) your case layout (15%); (4) your exhibit label and the documentation of your researching and writing it (25%); (5) your public-outreach efforts (curator talk and publicity; 20%); and (6) your class participation (10%).
“Spirit of Life” (1915), bronze sculpture in Wilson Library by Daniel French, who is most famous for creating the seated figure of the slain president at the Lincoln Memorial in Washington DC.

**Learning Outcomes**
You will learn and implement basic concepts in Museum Studies such as hierarchical organization and making selective choices of display material.
You will acquaint yourselves with the fundamentals of UNC-CH’s Special Collections Libraries, its procedures, organization, and holdings.
You will conduct independent research, with the support of your fellow students, the instructor, the GRC, and the Special Collections librarians.
You will develop oral and written skills to communicate your research findings to your family, friends, the UNC community, and the general public.

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<tr>
<th>Grades in this Course</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study.</td>
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<tr>
<td>B</td>
<td>85-92%</td>
<td>Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the discipline under study.</td>
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<tr>
<td>C</td>
<td>77-84%</td>
<td>A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline.</td>
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<tr>
<td>D</td>
<td>69-76%</td>
<td>A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline.</td>
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<tr>
<td>F</td>
<td>69% or lower</td>
<td>For whatever reason, an unacceptable performance. The F grade indicates that the student’s performance has revealed almost no understanding of the course content.</td>
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<tr>
<td>IN</td>
<td></td>
<td>Work incomplete. This is a temporary grade that converts to an F at the end of eight weeks into the next semester unless the student makes up the missing work.</td>
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<tr>
<td>PS</td>
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<td>Passing grade for a course using Pass-Fail grading.</td>
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Please ask the instructor immediately if you have any questions or concerns about your grade in this course. You may consult UNC’s Catalog at https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/ for further information and context.
DAILY SCHEDULE
G = Greenlaw 317; W = Wilson Library

January
Th 11 G Read all of Frankenstein, the novel.
Tu 16 W Tour of Wilson w Drs. Kader & Reynolds.
Th 18 W Display of anchor texts. Intro to books as material objects, use of catalogs, & concept of curation.

Students chose their exhibit themes. Assignment: Groups choose two items from the catalog related to their anchor object or case theme. The citations are due to Prof. Moskal on M 01.22 at noon. The citations should include title, author, date, call number, and catalog link.

M 22 Deadline see above 01.18.
Tu 23 G Groups’ reflections on just-completed process; individuals draft their reflections for documentation assignment.
Th 25 W Working with three objects per group (including anchor object), students assess and select objects for display, practice bibliographical examination, and select page openings. Dr. Kader.

Late January through February
Tu 01.30 through Th 02.22 Students conduct independent research in Wilson and Davis Libraries, and online, journaling the while.
Tu 27 W Lecture & workshop on writing exhibit labels.
Deadline: groups submit preliminary set of case objects to Prof. Moskal in preparation for final selection on March 6.

March
Th 01 W Lecture on conservation & exhibit design.
Tu 06 W All materials on display. Students make final choices. Drs. Kader & Reynolds lead.
Th 08 G Group Reflection and individual journaling.
Tu 13 & Th 15 SPRING BREAK
Tu 20 through Th 29 W 20-min group sessions with Dr. Reynolds and Conservation staff; concurrently students draft labels with Prof. Moskal’s assistance.
Deadline: Object and case intro labels due via Google form to Drs. Kader and Reynolds.

April
Tu 03 through 24 G Workshops of your curator talks.
Th 26 W Sneak peek at exhibit.

“RECONSTRUCTING FRANKENSTEIN’S MONSTER” OPENS APRIL 26, 5:30-7:00 PM. THE EXHIBIT CLOSES ON LABOR DAY.

Edward Finden, Villa Diodati, The Residence of Lord Byron (1832), the place where Mary Shelley began writing Frankenstein.
POLICIES

Class conduct. You will be the researchers and curators who make your intellectual vision a physically embodied reality. You have considerable leeway in the subject matter, themes, and objects you choose. With that freedom come these responsibilities:
(1) Asking questions of the instructor, the GRC, and the library staff;
(2) Following guidelines for accessing and handling materials;
(3) MEETING ALL DEADLINES;
(4) Choosing display-worthy items to showcase in the exhibition;
(5) Writing well-crafted, thoroughly researched labels for a general audience;
(6) Introducing your research orally to exhibit attendees.
(7) Accepting the limitations of displaying special collections materials in a physical space
(8) Collaborating with each other.

Absences. If you miss more than four meetings, you may fail the course. Absences due to religious observance do not count against you; please notify me in advance about making up missed work. If the need arises I will stipulate late penalties for assignments.

Diversity. We (Jeanne Moskal and Grant Glass) value the opinions and perspectives of individuals from all diverse backgrounds. Our goal is that all students’ needs are addressed in this course and all perspectives are valued. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. We strive to make this classroom an inclusive space for all minority student groups. We value your input to improve the climate of my classroom.

The GRC Program is sponsored by the Office for Undergraduate Research. You may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholar Program. The OUR website is full of information about how you might engage in research, scholarship and creative performance while you are at Carolina. Go to https://our.unc.edu/students/crsp/ for this information and for the OUR Blog, Facebook page, and Twitter feed.

Honor Code. The Instrument of Student Judicial Governance, which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code: (1) Obey and support the enforcement of the Honor Code; (2) Refrain from lying, cheating, or stealing; (3) Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and (4) Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

Your full participation and observance of the honor code is expected. Please ask the instructor or the GRC if questions arise, or consult the University’s Instrument of Student Judicial Governance: https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf

About the Instructor and the GRC. The granddaughter of Polish immigrants, Jeanne Moskal specializes in the British Romantic Period and in travel literature. Grant Glass is a third-year Ph.D. student with interests in history of publishing, adaptation theory, and the novel.