202040-FA-200-002 Module 4: Technology, the Arts, and Contemporary Life

Fine Arts Homework Module 4

Module 4: Technology, the Arts, and Contemporary Life

Overview

What impact have rapidly advancing and changing technologies had on the human brain? Is it possible that engagement with the arts might curtail the less positive changes in the brain? In this module, we will consider how the arts might have a role in reducing the deleterious effects of ever-present technology in our lives and how technology might conversely be changing our understanding and appreciation of art—particularly visual art.

Module 4 is DUE on Sunday, 10/18 at 11:59pm.

The Deepening Page: Readings, Resources, and Lecture

Read and review the following resources. It is best to read and watch the resources in the order they are presented. The following items will also be referenced in the Deepening Page Understanding Check.

- Carr (2011), The Deepening Page, in *The Shallows* [PDF]
- TED talk: Sherry Turkle, Connected, but Alone? (Watch until 10:02)
- Watch Dr. Barbara Brickman's lecture. You may view the Deepening Page Lecture [PPTX] for note taking purposes.

Fine Arts Homework

Announcements

Announcements

English Literature HW 3pages

~~202040-EN-206-007~~ Go

Weekend Check In

Posted by: John Murphy
Posted to: 202040-EN-206-007

Posted on: Friday, October 9, 2020 4:17:59 PM CDT

Hi Folks:

--As we are headed into the weekend I wanted to touch base and let you know that the materials for next week (Week 2 of Frankenstein) are now available (both the weekly assignments document in our unit folder and the weekly thread).

--Also, make sure moving forward that you check your 'my grades' page to see that you have uploaded what is needed (mostly the weekly three posts--one original and two reply posts).

--As we head into Week 2 of Frankenstein, I thought I would share with you two short videos--one a classic monsters song from the sixties and the other a movie trailer for a very funny Mel Brooks film that has some fun with the Frankenstein story and legend. (You don't have to watch this film for our course, but once you have read the novel, it might be amusing to watch this slapstick film at your leisure in the future).

1) The Monster Mash: https://www.youtube.com/watch?v=xqrxW-pEq3Q

2) Trailer for Young Frankenstein film: https://www.youtube.com/watch?v=ZL9Q_0JtMNA

--We're not quite to Halloween, but getting close, and at least this year we have no shortage of masks to wear. Oops, with that lame attempt at a joke, I will call it a week--have a good weekend, Dr. Murphy

EN 206 Unit 2: Romantic and Victorian Fiction Week 9 (F 10/9—F/16)
Introduction and Assignments

Week 9: Mary Shelley's *Frankenstein (Part 2)* and the Challenges of Morality

What to Do This Week:

1) *Read through my initial preliminary framing ideas* **for Shelley's novel just below here in this document. [Note I am essentially sharing material from last week here as the framing for the novel remains the same]**
2) *View select videos* **then listed next in this document. (40-45 minutes)**
3) *Read* **then the remaining chapters from *Frankenstein* listed below in this document.**
4) *Compose a 'journal entry'* **in response to the journal prompt found in at the end of this document and submit it as an original post to the Blackboard Discussion Board Thread for this upcoming week by 11:59 on Wednesday 10/14. *Then compose and submit two 'reply' posts* to this Discussion Board Thread on Blackboard by the end (11: 59 pm) of Friday Oct 16th .**

---

1) **Introduction: Mary Shelley's *Frankenstein* and the Challenges of Morality**

a) As we are continuing to read and discuss our novel from last week, I will restate here what I shared last week: While Mary Shelley's novel was initially completed in 1818, towards the end of the Romantic Era, it can be understand for our purposes as a kind of bridge work between the Romantic and Victorian Eras. More specifically, in it one can clearly see elements of romanticism—the power of an imaginative genius, the inspiration of beautiful natural scenes, the hope for a world uncorrupted by society. Yet there is a crucial overlay here that reflects the emerging Victorian concern with the costs that can come with such optimism and progress—in this case the moral cost of human lives that may result from unrestrained imaginative design and scientific advancement. To create a being from scratch that aspires to a level of human complexity is a heady and even perhaps lofty goal. Yet the implications and consequences of doing so may give one pause, as this famous cautionary tale suggests.

b) The Novel and Moral Choice: novels often off a glimpse of humans as we engage in the most basic of relationships with family, friends, a beloved, nature, society—the world at large in effect. As such they often get to think about the moral choices, especially the difficult ones, we may face in life. As the plot of Mary Shelley's novel takes shape, any number of moral challenges arise for various characters, especially Victor Frankenstein and his monster. Please go back and re-read the 'Thinking About Moral Choices' short powerpoint posted last week; it should continue to get you thinking about moral-decision-making from a number of perspectives. Because it is a powerpoint, I have

loaded it separately in our folder, so you will need to go outside of this document to access it ('Thinking About Moral Choices' PP).

2) Watch the Film: last week I supplied a link to the famous early 1931 film adaptation of *Frankenstein.* It is linked from a European platform known as 'dailymotion,' and in order to post the film they have cut it onto approximately 7-8 10 minutes parts. For this week view the remaining 3-5 parts of the film that you have not yet viewed.

a) The Second Half of the 1931 Film Adaptation of *Frankenstein*: https://www.dailymotion.com/video/x9zbvn [Note: once you get to this site find the appropriate subsequent sections of the film that you have not yet viewed—this link will initially take you to the first part—you will need to jump to the relevant parts from there for this week)

3) Read the remaining second half or so of the novel to its conclusion--beginning with Volume II, chapter three--where the monster begins his story ("It is with considerable difficulty . .. . "). Read to the end of the novel.

4) Journal Prompt: for your journal post (note that I have pushed it back a day from its normal time to Wed Night again), respond on the thread to the following prompt (and remember to add two replies to the posts of others):

A compelling and central issue for *Frankenstein* centers on the moral choices that the main two characters make in the novel, and to what extent these choices make them sympathetic or unsympathetic characters for the reader. For critics this issue has often rested upon the following trifecta of questions posed by critic Lawrence Lipking:

> Is Victor an idealistic hero or a destructive genius?
> Is the creature a natural man or an unnatural monster?
> What moral are we to draw from this strange story?(422)

Analyze one of the two main characters in Mary Shelley's Frankenstein—Victor or the being he creates (the 'monster')--in light of the following: to what extent is this character sympathetic and/or unsympathetic to the reader based on the choices and reasoning they demonstrate?

Submit the original post to the Blackboard Discussion Board Thread for this upcoming week **by 11:59 on Wednesday 10/14.** *Then compose and submit two 'reply' posts* **to this Discussion Board Thread on Blackboard** by the end (11: 59 pm) of Friday **Oct 16th .**