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ENG 560

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<p style="text-align:center;">*Frankenstein* Annotated Bibliography</p>

Britton, Ronald. "Mary Shelley's Frankenstein: What Made the Monster Monstrous?" *Journal of*

Analytical Psychology, vol. 60, no. 1, Feb. 2015, pp. 1–11. *EBSCOhost*, https://doi-org.

libproxy.nau.edu/10.1111/1468-5922.12126.

   Written by a training and supervising analyst with the British Psychoanalytical

Society, this journal article discusses the life of Mary Shelley and how it influenced her

writing, particularly *Frankenstein.* The source dives into her early life, including

traumatic events with her parents, as well as Mary Shelley's experiences with Lord Byron

and her husband, Percy Shelley. The source essentially explains how Mary Shelley's

personal life and tragedies heavily influenced *Frankenstein.*

   While this source is certainly valuable, there are a few limitations. The first is that

much of Mary Shelley's life is unconfirmed or the result of secondhand information,

which means that absolute accuracy cannot be guaranteed for a source like this.

Additionally, the source is written in first-person, with the author including personal

opinions and theories.

   Despite this, I believe this source will be useful to gain an initial understanding of

who Mary Shelley was and how *Frankenstein* may be a reflection of her life. This will

certainly be helpful as I analyze the text using various literary theories, especially in

relation to psychology. The source also provides a bibliography with active links, which will allow me to deepen my research and broaden my sources even further(if needed).

Cambra-Badii, Irene, et al. "The Ethical Interest of Frankenstein; Or, the Modern Prometheus: A Literature Review 200 Years After Its Publication." *Science & Engineering Ethics*, vol. 26, no. 5, Oct. 2020, pp. 2791–808. *EBSCOhost*, https://doi-org.libproxy.nau.edu/ 10.1007/ s11948-020-00229-x.

 Written by a researcher and chair member of bioethics at the University of Vic, this source is a literature review of *Frankenstein* written in 2019. It compares, contrasts, and analyzes works surrounding *Frankenstein* with an emphasis on film and other nontraditional sources. This article provides in-depth analysis on many sources related to *Frankenstein*.

 I am also writing a literature review, so a challenge with this source will be to avoid all forms of plagiarism and to focus on the information regarding films, plays, etc. While this will be challenging, I plan to use the word search tool and be very aware of the need to focus on information that I cannot find in other sources.

 As mentioned above, I will be utilizing this source primarily to learn about the less-conventional effects and relations of *Frankenstein*, such as plays, movies, merchandise, etc. I will also use this source to provide clarity if I am struggling to understand concepts from my other sources, as a form of supplemental instruction. Lastly, if I need more sources or to gain more knowledge in regards to certain areas of *Frankenstein*, this source has numerous cited sources that can be useful.

Cavell, Janice. "The Sea of Ice and the Icy Sea: The Arctic Frame of Frankenstein." *Arctic*, vol.

70, no. 3, Sept. 2017, pp. 295–307. *EBSCOhost*, https://doi org.libproxy.nau.edu/10.

14430/arctic4669.

Written by a research professor for Northern Studies and Global Affairs Canada,

this source discusses *Frankenstein*'s association and commentary on northern expeditions

after the Napoleonic Wars. It focuses primarily on debating whether the theory that

Frankenstein character Robert Walton is inspired by John Barrow can be correct or not. It

also discusses the place of the Arctic within the novel as well as how real-life reports may

have influenced Mary Shelley's writing of the book.

This is a strong source, but it does utilize some jargon that I am unfamiliar with. It

also discusses how these theories and concepts are strengthened by other pieces of

writing during Mary Shelley's lifetime. Much of that discussion is not applicable to my

paper (especially because I haven't read those books), but the information on

Frankenstein is certainly still useful and comprehensible.

I plan to use this source primarily to consider and interpret how *Frankenstein* was

influenced by nature as well as how it affected nature after its publishing. I consider this

to be an effective source to use for evaluating Frankenstein from an ecocriticism

perspective. I also believe that it will help me to better understand the character of Robert

Walton.

Conley, Shannon N. "An Age of Frankenstein: Monstrous Motifs, Imaginative Capacities, and

Assisted Reproductive Technologies." *Science Fiction Studies*, vol. 45, no. 2, July 2018,

pp. 244–59. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.5621/sciefictstud.45.2.0244.

Written by an associate professor at James Madison University, this compilation

of 3 case studies discusses the scientific aspects and motifs within *Frankenstein,*

particularly in terms of birth and technology. It also uses another source to show how

Frankenstein caused scientific commentary, morality, and overall consideration to evolve

into the literature and scientific standards of today.

The source itself is easy to understand, despite me having not read *Brave New*

World by Aldous Huxley. However, there is much jargon and scientific processes that I

have had to (and will continue to have to) research in order to better understand this

work. Additionally, as *Frankenstein* is fictional, it is not absolutely definite to conjecture

what scientific processes may have created Mary Shelley's creature. Despite this, the

links to the scientific process and the morality of creation are certainly helpful.

As someone who does not have much scientific knowledge, this source helps me

to better understand the actions of both Victor Frankenstein as well as his creature. It also

paints a clear image of how *Frankenstein* shaped and influenced science after its

publication. I plan to use this to establish the importance of the novel and to illustrate

how the creature may have changed mainstream scientific morality. It also shows a

perspective linked to New Criticism.

Cross, Ashley J. "'Indelible Impressions': Gender and Language in Mary Shelley's

Frankenstein." *Women's Studies*, vol. 27, no. 6, Nov. 1998, p. 547. *EBSCOhost*,

https://doi-org.libproxy.nau.edu/10.1080/00497878.1998.9979233.

Written by a professor at Manhattan University, this article focuses on the

empowerment of language, using *Frankenstein's* creature as an example. It also discusses

femininity within the novel, in terms of both the creature and Victor Frankenstein. This

piece also discusses how Mary Shelley's own insecurities and struggles with her gender

identity are reflected within *Frankenstein*.

This source is a PDF, which makes integrating quotes a bit tedious. Additionally,

it was written in 1998, which means that the feminist principles and gendered language

choices are dated. However, the evidence and discussion can still be contextualized to

today's feminism (even emphasizing the progression of feminism), and are, therefore,

valuable.

I plan to view *Frankenstein* through the feminist lense. It will also help me to

better understand how the gender constructs of Mary Shelley's time may have affected

her writing. Finally, it will allow me to see if the novel had any effects on feminism

following its publishing as well as how Shelley may have inspired feminist following her

accomplishments.

Cuthbertson, Tara. "To Live a Meaningful Life: Reading Mary Shelley's Frankenstein through

Heideggerian Techne." *Philosophy & Literature*, vol. 45, no. 2, Oct. 2021, pp. 1–

17. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1353/phl.2021.0023.

Written by a professor in comparative literature at Purdue University, this source

discusses Mertin Heidegger's analytical lense of "true technology," which has to do with

"time" and "being." In the journal, Cuthbertson explains the theory as well as it's relation

to *Frankenstein*. She then explains the significance of this relationship and how

Frankenstein and Heidegger's theory work with one another in complex ways to shape

literature today.

The main issue with this text is simply that Heidegger's lense of "true

technology" is unfamiliar to me. I also will have to learn the meaning of "techne" and

"poieses" in order to fully appreciate the article. However, this effort seems fruitful, as I have never heard of this theory, and it will help me to better understand the effects of *Frankenstein.*

I plan to use this source in order to learn about Heidegger's lense, which should be an insightful theory in itself, and will help me to both understand deeper elements of *Frankenstein* and how they influenced the development of the "true technology" criticism. Additionally, I will learn more about "autopoiesis" and its involvement within the novel. Essentially, this source will provide me with more complex tools that will show the influence of the book on literary criticism as well as help provide further insight into the novel itself.

Gatens, Moira. "Frankenstein, Spinoza, and Exemplarity." *Textual Practice*, vol. 33, no. 5, June 2019, pp. 739–52. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1080/0950236X. 2019.1581681.

Written by a Challis Professor of Philosophy at the University of Sydney, this article examines *Frankenstein* through the theories of Benedictus de Spinoza. These perspectives include: the "bondage of the passions," the "importance of the imitation of affects as grounding sociability;" and the "problematic relationship between human normative life and the rest of nature." The article primarily discusses Shelley's depictions of the consequences of narcissism, pride, humility, social consequences, and overall morality.

The main issue with this text is my lack of familiarity with Benedictus de Spinoza. There are also many references to other philosophers or texts. Despite this, I

have found that simple Google searches allow me to understand enough of these concepts to accurately understand the major ideas of the article.

I plan to use this article to provide a philosophical perspective on *Frankenstein* and show the books effects on philosophy of its time, as well as philosophical concepts that developed after it was published. I also feel that the theories discussed will help me to develop a better psychological perspective of the text and its effects.

Hogle, Jerrold E. "The Environments of Frankenstein." *Huntington Library Quarterly*, vol. 83, no. 4, Winter 2020, p. N.PAG. *EBSCOhost*, https://search-ebscohost-com.libproxy. nau.edu/login.aspx?direct=true&db=a9h&AN=150126360&site=ehost-live&scope=site.

Written by an Emeritus Professor and University Distinguished Professor in the University of Arizona's Department of English, this source discusses the effects of *Frankenstein*'s multiple settings, such as the Arctic and Geneva, and analyzes them for further implications. It explains how the novel was one of the first to possess settings different from the traditional gothic novels of Shelley's time. It also discusses how, even as of 2020, it effects current literature and is important to the postcolonial, ecocritical, and historical criticism perspectives.

The only issue with this text is that it acts as an introduction to 11 separate essays surrounding the topic. However, if I need further material, I will read the essays in order to ensure my full comprehension. I also will need to refresh my understanding of some literary jargon, such as "prolegomenon," as well as the main characteristics of gothic literature.

I plan to use this source to understand the full implications of the settings of *Frankenstein* and their effects on literature published after its released. I also plan to use

Hogle's perspectives regarding postcolonialism, ecocriticism, and historicism to guide

my understanding as well as to compare and contrast with other sources so that my

literature review will be in-depth and comprised of many perspectives.

Holmes, Martha Stoddard. "Born This Way: Reading Frankenstein with Disability." *Literature &*

Medicine, vol. 36, no. 2, Fall 2018, pp. 372–87. *EBSCOhost*, https://doi-org.libproxy.nau.

edu/10.1353/lm.2018.0019.

Written by a Professor of Literature and Writing Studies at California State

University, this article argues that *Frankenstein* is not just valuable for its insights into

bioethics, but that it is incredibly important for disability literature and conversation.

Holmes discusses how Frankenstein's creature exhibits disabilities due to the trauma

caused by Victor Frankenstein. It also shows a "socially constructed disability identity."

Essentially, this essay views the book through the lens of disability studies.

There are very little obstacles for enjoying this text. It was difficult to locate and

acquire from my university's library, but otherwise it is comprehensive. Some jargon and

disability theories need brief searches for clarity, but, otherwise, this text is very helpful.

I plan to use it to analyze *Frankenstein* through the lens of disability studies. I

can also use the sources within the article to expand my research on this aspect of the

book. Finally, this source will help me to better establish some of the long-lasting social

effects of *Frankenstein*, particularly with disabilities, impediments, and the views of

trauma.

Hughey, Matthew W. "Prometheus as Racial Allegory: The Sociological Poetics of W. E. B. Du

Bois." *Journal of African American Studies*, vol. 25, no. 1, Mar. 2021, pp. 102–

23. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1007/s12111-021-09520-y.

Written by a Professor of Sociology at the University of Connecticut, this article

discusses how W.E.B. Du Bois referenced "Prometheus" throughout his work, which was

heavily influenced by *Frankenstein*. The source then discusses how works like

Frankenstein could be used as metaphors for racism and other race-related topic. The

author then concludes by discussing how *Frankenstein* and other sources, therefore,

helped to develop critical race theory.

The main issue with this article is that I have had few experiences with the work

of W.E.B. Du Bois. So, I need to educate myself further on his work and impact.

Additionally, the concept of "Prometheus" is somewhat confusing in relation to the other

works. However, Hughey does an effective job at making the information accessible and

comprehensive.

I plan to use this source to develop the implications and effects of *Frankenstein*

on critical race theory and through a race studies lense. I also will use this article to better

understand the concept of "Prometheus" and how it may affect the other perspectives and

aspects of the novel. Finally, I will use this source to better understand the racial

prejudice and conditions of Shelley's time and how they may be reflected in the book.

Martin, Kirsten. "In Want of Keeping: Painting and the Sympathetic Imagination of

Frankenstein." *Eighteenth Century Fiction*, vol. 32, no. 4, Summer 2020, pp. 599–

618. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.3138/ecf.32.4.599.

Written by an artist and graduate student in the Rutgers University Department

of English, this article discusses the meaning of the painting term "keeping" and how it is

applied by Shelley throughout *Frankenstein*. She discusses how Shelley uses "keeping"

to acquire readers' sympathies through the frame narrative style. She then discusses how

this, and several other elements of the novel, prove that Shelley is able to gain emotional

reactions to the text by using aesthetic management and "keeping."

      The only obstacle with this text is my lack of art knowledge. There is some jargon

that I will have to research. Additionally, there are some references to other artists or

historical figures that I have never heard of, such as William Hazlitt. Lastly, this source is

written by a graduate student, which may make it seem less credible, but the citations and

peer-review requirements for the article improve the credibility to make it appropriate for

this project.

      I plan to use this source to help evaluate the aesthetic elements of *Frankenstein*

and how they may have affected its reception. I also believe that understanding "keeping"

and integrating it into my literature review could be beneficial for adding depth and

accurately evaluating the implications of the novel. Finally, I plan to use this source to

introduce and discuss the frame narrative style and how it effects all criticism of the

book.

Nagy, Peter, et al. "Facing the Pariah of Science: The Frankenstein Myth as a Social and Ethical

      Reference for Scientists." *Science & Engineering Ethics*, vol. 26, no. 2, Apr. 2020, pp.

      737–59. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1007/s11948-019-00121-3.

      Written by a Postdoctoral Fellow for Arizona State University's Center for

Science and the Imagination, this article discusses the bioethical implications of

Frankenstein. It discusses how the "Frankenstein myth," or belief that creating life can

only lead to dangerous outcomes, still effects scientists today. The article then discusses

surveys with twelve scientists and how the novel has defined their ethical and social

beliefs regarding their work in biotechnology and other related fields.

The main obstacle with this source is that there is extensive scientific jargon,

particularly in terms of biology and technology, that I must learn to fully understand this

article and the data from the twelve scientists. The effort will be fruitful to better

understand how *Frankenstein* continues to effect scientific fields over 200 years after its

publication date.

I plan to use this source to establish the long-term effects of *Frankenstein* on the

scientific community and it's fields. I plan to emphasize biotechnology and how the

ethics and social perceptions of creating life are still heavily affected by the novel. I also

want to use this source to better understand if this influence is likely to change during any

point in the future.

Nagy, Peter, et al. "Why Frankenstein Is a Stigma Among Scientists." *Science & Engineering*

Ethics, vol. 24, no. 4, Aug. 2018, pp. 1143–59. *EBSCOhost*, https://doi-org.libproxy.

nau.edu/10.1007/s11948-017-9936-9.

Written by a Postdoctoral Fellow for Arizona State University's Center for

Science and the Imagination, this article focuses on the bias and stereotypes against

scientists in biologically-related fields. The author argues that a stigma has been created

against these scientists and prevents them from having pride in their work. However, the

author then discusses how scientists must either embrace the stigma to empower

themselves or the stigma must be debunked in order to remove the negative connotation

from their field.

The main obstacle with this source is that there is extensive scientific jargon, particularly in terms of biology and technology, that I must learn to fully understand this article and the data from the twelve scientists. Additionally, I do not know much about current prejudices within the scientific field. I believe additional research will be worth it to better understand potential negative effects of the novel.

I will use this source to explore the potentially negative effects of *Frankenstein*, in this case for the scientific field. I will also use it to work in tandem with Nagy's other article, "Facing the Pariah of Science: The Frankenstein Myth as a Social and Ethical Reference for Scientists." This will help me to better understand the overall consequences, both positive and negative, that *Frankenstein* has had on scientists, even though it was published over 200 years ago.

Nicholson, Michael. "A Singular Experiment: Frankenstein's Creature and the Nature of Scientific Community." *Science Fiction Studies*, vol. 47, no. 1, Mar. 2020, pp. 1– 30. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.5621/sciefictstud.47.1.0001.

Written by an Assistant Professor at McGill University, this article argues that *Frankenstein* is a work of science and encourages socially responsible scientific practices. It discusses how Victor Frankenstein's methods for his experiments are the antithesis for the creature's, which shows the reader the importance of following the proper scientific method for safety and morality. He then discusses how this may have helped the scientific community to discover its principles and to aspire for better practices.

The only obstacle related to this article is that it references heavily upon other writers and prominent scientists who I am not familiar with. This means I must read

carefully and look through the cited sources to better understand the references. This is manageable.

I plan to compare and contrast this perspective with those shown in the Nagy articles. I believe this will help me to create a better literature review, in which I can discuss that the scientific community does not necessarily fully agree on the effects of *Frankenstein* on the community. Additionally, this article analyzes more deeply into both the creature and Victor Frankenstein's actual scientific methods, which I think will be helpful for better comprehending other related sources.

Pagan, Nicholas O. "Posthumanist (Re)Reading: Mary Shelley's Frankenstein." *Midwest Quarterly*, vol. 62, no. 1, Fall 2020, pp. 89–104. *EBSCOhost*, https://search-ebscohost-com.libproxy.nau.edu/login.aspx?direct=true&db=a9h&AN=148158826&site=ehost-live&scope=site.

Written by an Associate Professor of English Literature and Humanities at Eastern Mediterranean University, this article is a criticism of *Frankenstein*. It focuses on how the distinction between human and nonhuman was blurred by the book, which then led to similar questions and ponderings for technology, like cyborgs. It describes posthumanism in-depth as well as how *Frankenstein's* character's all have varying degrees of interest in literature, which can help us to better understand them.

The main obstacle for this source is that I will need to learn about Donna Harraway's notion of cyborgs and Franchesca Fernando's description of posthumanism, as I am unfamiliar with either person's work. Additionally, I will need to read carefully to fully understand the scientific methods and principles discussed.

I plan to use this source to understand how *Frankenstein* may have affected personification and the public's perception of life or humanity. Additionally, this source will help me to analyze the book through the posthumanism perspective and to comprehend how the novel may have encouraged and fostered literature that embraced characters who were not fully human, such as cyborgs or aliens.

Ranando, Tami, and Chris Taylor. "Investigating Mary Shelley's Frankenstein: A 'Research Later' Approach." *English Journal*, vol. 111, no. 2, Nov. 2021, pp. 28–34. *EBSCOhost*, https://search-ebscohost-com.libproxy.nau.edu/login.aspx?direct=true&db=a9h&AN= 153546985&site=ehost-live&scope=site.

Written by two teachers working in an International Baccalaureate World School in Warsaw, this study describes how *Frankenstein* is still utilized in English classrooms today. It discusses best practices for units surrounding the novel. It emphasizes the importance of independent thinking prior to student interaction.

The main obstacle with this source is that it may not seem applicable at first. It does have lesson plans and student data that probably aren't well-suited for this project. However, elements of it can still be useful.

I plan to use this source to show the longevity and usability of *Frankenstein* within academic classrooms. This source will help me to discover the main ideas that students are meant to grasp from the novel as well as their reaction to them. Finally, it shows how *Frankenstein* will most likely remain as a typically utilized book within English classrooms for many years to come.

Robert, Jason Scott. "Rereading Frankenstein: What If Victor Frankenstein Had Actually Been

      Evil?" *Hastings Center Report*, vol. 48, no. 6, Nov. 2018, pp. 21–24. *EBSCOhost*,

      https://doi-org.libproxy.nau.edu/10.1002/hast.933.

          Written by a bioethicist and philosopher of biology at Arizona State University,

this article discusses the character of Victor Frankenstein. Scott argues that Frankenstein

is bad and morally corrupt, but not evil. He then goes on to discuss what the book may

have been like if Frankenstein was evil and how that should influence scientists.

          The only obstacle to overcome for this text was attempting to better understand

nanotechnology and other potentially harmful scientific inventions.

          I plan to use this source to further analyze Victor Frankenstein and his actions

through psychological and scientific lenses. I also plan to use this source to supplement

and contradict Nagy's claims throughout their articles.

Ruston, Sharon. "Chemistry and the Science of Transformation in Mary Shelley's

      Frankenstein." *Nineteenth-Century Contexts*, vol. 41, no. 3, July 2019, pp. 255–

      70. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1080/08905495.2019.1600793.

Simpson, Sid. "Frankenstein, the Frankfurt School, and the Domination of Nature." *Philosophy

      & Literature*, vol. 45, no. 2, Oct. 2021, pp. 1–20. *EBSCOhost*, https://doi-org.libproxy.

      nau.edu/10.1353/phl.2021.0021.

          Written by a researcher at the University of the South, this source analyzes

Frankenstein through the ecocriticism lense. It discusses the books boundaries between

humans and nature. It also explores how this explores science and the lasting effects on

nature within literature.

This text was only available at Northern Arizona University, which made it difficult to acquire. However, now that the text is available, it is easy to review.

I plan to use this source as a compare and contrast opportunity with the other articles centered around nature. This particular article provides a clear ecocriticism perspective and is easy to navigate. I plan to use it as the basis for my discussion on how *Frankenstein* heavily increased ecocriticism and presented different thinking (for its time) regarding nature and humans.

Smith, Andrew. "'Frankenstein's' Melancholy." *English Language Notes*, vol. 48, no. 1, Spring/Summer2010 2010, pp. 79–88. *EBSCOhost*, https://doi-org.libproxy.nau.edu /10.1215/00138282-48.1.79.

Written by a professor of English Studies at the University of Glamorgan, this source discusses *Frankenstein*'s relationship with the gothic literature of today as well as the gothic literature of its time. It discusses the romantic views of authorship. Additionally, the article explores how closely linked the gothic genre, and *Frankenstein*, are linked to melancholy and mourning.

The only obstacle with this article is that it was written twelve years ago, which makes it slightly dated. However, the age of the work will be considered as I read to ensure that I properly understand the context.

This source will be used to discuss themes of *Frankenstein* as well as how it influenced the literary trends of its time. It will also be used to discuss how the novel still affects gothic literature. Finally, the examples of melancholy and mourning will be utilized for a discussion regarding mental illness, gender, and the management of emotions.

Smith, Angela M. "Walk This Way: Frankenstein's Monster, Disability Performance, and

    Zombie Ambulation." *Literature & Medicine*, vol. 36, no. 2, Fall 2018, pp. 412–

    38. *EBSCOhost*, https://doi-org.libproxy.nau.edu/10.1353/lm.2018.0021.

        Written by an Associate Professor in Gender Studies at the University of Utah,

this paper primarily focuses on the "monster walk" created by *Frankenstein*-related

media and its effects on the disabled community. It discusses the ableism related to

people impersonating the walk. Lastly, it discusses how *Frankenstein* may have

intentionally or unintentionally promoted ableist oppression.

        There were not any associated obstacles with this text. It was straightforward.

        This text will be used to supplement other articles focusing on disability studies

and *Frankenstein*. This will contribute to further analysis regarding potential harm

created by the book as well as whether it helped promote acceptance of disabilities or

whether the novel aided ableism. This will help to better understand differing opinions

over the topic and how that shows the overall impact of the novel.

Taniyan, Baysar. "Gender in the Monster: Dr. Frankenstein as a Mother." *Journal of Suleyman

    Demirel University Institute of Social Sciences*, vol. 26, no. 1, Jan. 2017, pp. 1–

    8. *EBSCOhost*, https://search-ebscohost-com.libproxy.nau.edu/login.aspx?direct=

    true&db =a9h&AN=122825371&site=ehost-live&scope=site.

        Written by a professor at Pamukkale University, this article discusses a

Frankenstein film adaptation in which Victor Frankenstein is Victoria Frankenstein. This

interpretation then changes the traditional gender roles and presents new interpretations

for the events of the movies and book. This paper explores those gender differences and

their implications.

The main obstacle for this article is that it was written five years ago, which means the feminist concepts within it could be dated or inaccurate. It also does not have links for its sources, which makes accessing them a bit difficult.

This article will be used to explore the media associated with *Frankenstein* as well as their impact. It will also be used to explore how gender may have affected the book's reception and interpretations.

Whitmarsh, Jason S. "Frankenstein's Monster: Shelley's Romantic Villain and the Effect of Parental Abandonment on Delinquency." *Interdisciplinary Humanities*, vol. 36, no. 2, Summer 2019, pp. 76–84. *EBSCOhost*, https://search-ebscohost-com.libproxy.nau.edu/login.aspx?direct=true&db=a9h&AN=148422337&site=ehost-live&scope=site.

Written by a professor in the Humanities department at St. Johns River State College, this source focuses on the delinquency of *Frankenstein*, whether it be the violence, abandonment, or other problematic actions committed in its pages. The author also explored the commonality of the depicted parent-child relationship of the creature and Frankenstein. Lastly, it explores how these concepts connected to Shelley herself.

The only obstacle with this text is the need for me to gain background knowledge in the different kinds of archetypes in order to better understand how the novel's characters fit into them. Otherwise, everything was easily accessible and effective.

This text will be used to further explore Shelley's life and how she may have fit into archetypes that we recognize today. Additionally, it will be used to establish whether the dynamic of parent and child exhibited by Frankenstein and the creature had ever been openly written about prior to this novel. Lastly, we will consider how the delinquent archetypes in the text are still used today and whether they are a result of *Frankenstein*.