

**ENG 216: Science Fiction and Fantasy Literature**  
*Spring 2024*  
**Section A: TTh 12:30-1:45pm | Mother Adelaide Hall 208**

**Becky Hixon**  
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**Office:** SAH 163  
**Office Hours:** Wednesdays, 10am-12pm &  
1-3pm, and by appointment

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**Credit Hours:** 3

**Prerequisite:** ENG 101

**Lourdes Core:** Course fulfills the Core IA requirement for Literature

**Required Texts:** [ebooks and used versions are also acceptable]

- *Do Androids Dream of Electric Sheep?* / *Blade Runner* by Philip K. Dick, ISBN: 9781524796976
- *Nimona* by ND Stevenson, ISBN: 9780062278227

Other required readings will be made available via Canvas as PDFs.

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**Course Description:** ENG 216 introduces students to the formal study of fiction, poetry, and drama, focusing on science fiction and fantasy literature. Emphasizes analytical writing about literature.

**Purpose of the Course:** This course provides reading, speaking, listening, and writing experiences that are designed to enhance students' awareness and appreciation of literature as an art form with social, cultural, and thematic significance. This course also helps students develop their ability to communicate meaningfully about literature.

**Learning Outcomes and Objectives:**

- IA – Use knowledge and methods of history, literature, philosophy, and theology to address enduring questions of meaning and develop a worthy vision of the human person.
- IIB – Comprehensively and objectively analyze and evaluate appropriate data (e.g. issues, texts, artifacts, and events) in order to develop an informed conclusion.
- IIG – Communicate effectively in speech and in writing.
- VC – Recognize diverse points of view and contextual factors, such as cultural, historical, professional, and ethical frameworks.

**Program Learning Objectives:**

1. Identify and explain the significance of specific literary elements of texts (IA).
5. Analyze and evaluate the interaction between literature and culture (IA, IIB).
7. Apply sound principles of rhetoric, grammar, and style in writing analytical, persuasive, scholarly, and other types of writing (IIG).

**Course Objectives:** By the end of the semester, students should be able to:

1. Demonstrate knowledge of the literary elements of fiction, poetry, and drama in their discussion and written responses to specific works of literature (LO IA, IIG; PLO 1).

2. Understand social, historical, and cultural contexts of texts and their significance to theme (LO IIB, IIE; PLO 5).
3. Interpret works of literature and explain their interpretations in written analyses of works (LO 1A, IIB, IIG; PLO 7).
4. Integrate information from valid secondary researched sources into literary analyses. (LO IIB, IIG; PLO 5, 7).

### **School Policies:**

#### **Accessibility, Accommodations, and Inclusion:**

- Your success in this class matters to me and I am committed to supporting all students' full engagement. Many of us will need some accommodations in this class, whether those accommodations are foreseeable or unexpected. If you already know that there are circumstances that may affect your performance in this class, and especially if there are ways we can work together to increase the accessibility of this course to meet your needs and support your success, let me know as soon as possible, preferably within the first two weeks of the semester. Please feel free to come talk to me at any time in the semester, however, if your needs or situation change.
- You do not need to have official documentation to request accommodations from me. However, if you have a documented disability and need to arrange academic accommodations, please also contact the Office of Accessibility Services (DEH 105) at [oas@lourdes.edu](mailto:oas@lourdes.edu) or 419-824-3523. If you have a documented disability and have already been assigned academic adjustments by the Office of Accessibility Services, please discuss them with me so that we can implement them appropriately. If you will require assistance **in the event of an emergency**, please discuss with me your needs on the first day of class so that we can plan accordingly. The Emergency Evacuation Procedure for Persons with Disabilities is available at: <http://www.lourdes.edu/campus-life/accessibility/emergency-evacuation-procedures-for-persons-with-disabilities/>.
- Additionally, in this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. I welcome individuals of all ages, backgrounds, abilities, gender identities, languages, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

#### **Mental Health Resources:**

As a student, you may experience a range of issues that can make learning unusually or particularly challenging, including anxiety, stress, depression, problems with eating or sleeping, or other personal issues. The Counseling Services office located in The Sophia Center (at The Canticle Center) is available to all registered students:

- Counseling Services offers individual counseling, support services, resource information, and referral assistance for community services in areas such as depression, anxiety, grief and loss, adjustment issues, self-esteem, parenting concerns, personal relationships, eating disorders, stress management, human sexuality, and personal health issues, to name a few. Their website also links local, regional, and online emotional health and mental health crisis resources: <https://sophia.center/>
- The counseling office hours are Monday–Friday, 9am–4pm, with evening hours

available. To set up an individual appointment, call 419-882-4529 or 419-345-1457 or email: [sophiacenterinfo@sophia.center](mailto:sophiacenterinfo@sophia.center). Students will then be contacted for an appointment. Counseling services are provided on a confidential basis and most insurances are accepted.

If you find that any of these issues are negatively affecting your participation in class, see my policy above concerning Accessibility, Accommodations, and Inclusion.

### **Health Statement**

- Resources for medical care are listed at [Health and Wellness - Lourdes University](#). Please do not come to class if you are ill and may be contagious. Contact your instructor in accordance with attendance policies for this class.
  - For students who are unable to secure their own transportation, or cannot transport themselves due to illness, Public Safety will be available to provide transportation to and from an appointment. Public Safety can be reached at 419-574-3861 or by calling 411 from an on-campus phone.
- The University will continue to follow guidelines from Lucas County Health department and the CDC regarding communicable disease, including COVID 19. If you test positive for COVID, report the illness to [covidreporting@lourdes.edu](mailto:covidreporting@lourdes.edu).

### **Emergency Response:**

In case of a Tornado, I will direct you to the nearest shelter in accordance with Lourdes University's Policy for Tornado Warnings and Tornado Warning Procedures. In case of a fire, I will help direct you to the nearest exit. Please evacuate in a calm and efficient manner. Do not use the elevator. Do not block building entrances once you are out. Please refer to the Emergency Evacuation Procedure for Persons with Disabilities if that policy applies to you:

<https://www.lourdes.edu/campus-life/accessibility/emergency-evacuation-procedures-for-persons-with-disabilities/>.

### **Student Sexual Misconduct Policy:**

- Title IX prohibits discrimination on the basis of gender/sex, which includes sexual misconduct such as harassment, relationship violence, sexual assault, and stalking.
- Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person who experienced the conduct that could constitute sex discrimination or sexual harassment), at any time (including non-business hours) by contacting Nina Wright, the Title IX Coordinator, at 419-517-8413 or [nwright@lourdes.edu](mailto:nwright@lourdes.edu).
- The Sophia Center, an on-campus counseling center, is a confidential resource that provides pressure-free support and information to complainants of sexual assault (and others) and can be contacted at 419-882-4529.
- Individuals who would like to speak with a local, off-campus confidential resource for complainants of sexual assault can contact the HOPE Center Rape Crisis 24-hour information/advocacy hotline at 419-241-7273 or toll free at 866-557-7273.
- More resources can be found at <https://www.lourdes.edu/campus-life/public-safety/title-ix-sexual-misconduct-policy/>.
- **Please note:** As an instructor, I am a responsible employee (aka mandatory reporter), meaning I am required to report information about sexual misconduct or a crime that may

have occurred on campus.

### **Academic Success Center (ASC):**

- ASC is an amazing center that offers free resources such as academic coaching, laptop loaning, testing services, and tutoring! They are open Monday–Thursday from 7:30am–9pm and on Friday from 7:30am–5pm.
- If you would like additional feedback or assistance as you’re planning, drafting, or revising your writing assignments, you can schedule an individual appointment, drop-in, or receive tutoring online.
  - Drop-in tutoring typically runs Monday–Friday from about 11am–6pm with 20-minute time slots. Make sure to have a question prepared to ask them!
  - If a longer/more intensive session is needed, make a 1-on-1 appointment.
- For more information, please visit: <https://www.lourdes.edu/academics/academic-resources-2/academic-success-center/>.

**Recourses for Veterans** can be found at <https://www.lourdes.edu/campus-life/veterans-center/>.

### **Academic Honesty:**

A goal of Lourdes University is to engage students in an honest and dynamic search for truth. Academic honesty is a hallmark of such a quest. Accordingly, students are expected and encouraged to engage in all aspects of their academic studies in an honest and ethical manner. Should instances of academic dishonesty arise, the following policies and procedures will be enforced:

#### **Definitions:**

- **Academic dishonesty** is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another to violate any part of this policy.
- **Plagiarism** is defined as presenting someone else’s work/ideas as one’s own. It includes submitting a paper written by someone else, failing to give credit to sources (for example, books, articles, websites, and interview sources) in research papers, verbatim use of phrasing without proper indication of quotation, use of paraphrased or summarized material without appropriate source citation and bibliographic attribution, and use of text generated through Artificial Intelligence.
- It is the policy of this academic community to invoke sanctions against students who violate these standards of academic honesty or who engage in academically dishonest behavior.

#### **Sanctions:**

- Faculty members who suspect a student of academic dishonesty may resolve the problem directly with the student. In cases where culpability is substantiated or admitted, the sanction may include failure of the course as well as other sanctions up to and including

suspension or expulsion from the University.

- When a student is sanctioned, the faculty member must report the incident in writing to that faculty members' Department Chairperson. A copy of the report will be sent to the Dean of the College and the Provost.
- A student who has been sanctioned for more than one incident of academic dishonesty may receive additional sanctions as deemed appropriate by the Provost, including, but not limited to, suspension or dismissal from Lourdes University.

#### Appeals Procedure:

- The student has five (5) working days after notification of the sanction to appeal to the instructor.
- The instructor has five (5) working days to render a decision on the appeal. If unsatisfied, the student has five (5) working days after notification of the instructor's decision to appeal the sanction to the instructor's Department Chair.
- The Department Chair has five (5) working days to render a decision on the appeal. If still unsatisfied, the student has five (5) working days after the notification of the Chair's decision to appeal the sanction to the Dean of the faculty member's college.
- The Dean has five (5) working days to render a decision. If still unsatisfied, the student has five (5) working days after the notification of the Dean's decision to appeal the sanction to the Provost.
- The Provost has five (5) working days to render a decision, which is final.
- All steps of the appeal and responses must be in writing. If any deadline for a decision on the appeal is unmet, with the exception of that by the provost, the student may make the appeal to the next person in the process.

#### Statement on Academic Grievance:

- A final course grade is only subject to review when 1) a procedural error has been discovered in the calculation or recording of a grade, or 2) there is a basis or need for an academic reevaluation.
- Students are always encouraged to attempt to resolve issues directly with the member of the faculty, staff, or administration involved in an informal manner. If a student wishes to have a final grade reconsidered, the student must meet with the instructor and attempt to resolve the difference. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class.
- If the issue is not resolved, a *Final Grade Grievance Form* may be obtained from the University web site. The student must use the form to describe the problem in writing and the reason(s) the grade should be changed. The student will then obtain a signature from the instructor to show that they have met to discuss the issues in the grievance. At this point, the student must return with the form to the Executive Assistant to the Provost (LH 138) to have it dated and recorded. This date marks the official beginning of the grievance.
- The *Final Grade Grievance Form* must be presented and signed at each of the subsequent selected appeal steps. The grievance procedure must begin within 15 business days of the beginning of the spring semester for grades received during the fall semester, and within 15 business day of the beginning of the fall semester for grades received during the

spring or summer session. **Please refer to the Lourdes University Catalog for other important deadlines and details of the policy.**

**Recording Policy:**

- Lourdes University prohibits the use of tape-recorders, video cameras, cell phones, and all other devices by students to record class lectures or meetings with the instructor or any staff member unless they have expressed written consent of the professor or staff member.
- Before recording any lecture, a student who wishes to record a lecture must sign a *Lourdes University Agreement Form* and present this to the instructor for written consent. Once students have signed the *Lourdes University Agreement Form* and have the expressed written consent of the instructor to record a class or meeting, students must make their own arrangements to record the class, and all other class members must be informed that the class is being recorded.
- Please see the Student Handbook for more on this policy. Please refer to the Lourdes University Catalog for further details.

**Course Policies:**

**Evaluation:**

I will determine your final grade according to the following rubric:

<b>Grade Breakdown</b>	<b>Due Dates (tentative)</b>	<b>% of Final Grade</b>
Attendance	Throughout the semester	5%
Participation Self-Reflection	In class on Thursday, Feb 22 <sup>nd</sup> and Thursday, April 18 <sup>th</sup>	15%
Quizzes	Throughout the semester	10%
Low-stakes Responses	Four times throughout the semester (seven possible dates listed) – two must be complete by Tuesday, Feb. 20 <sup>th</sup>	20%
Literary Analysis Essay	Sunday, Feb 11 <sup>th</sup> by 11:59pm	15%
Research Essay	Wednesday, March 27 <sup>th</sup> by 11:59pm	20%
Final Project	TBD	15%

**Attendance:**

- Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other's writing, attending class is crucial for your own success and for the success of the course.
- **You may miss two class sessions unexcused without penalty.** Additional unexcused absences will negatively affect your final grade.

- I will excuse your absences in cases of illness, emergencies, and university-sponsored events, but those absences will still affect your daily engagement grade. If something else causes you to miss class, **please email me** and we will work together from there. Communication is key!
- If you miss class, please ask another student to share their notes and tell you about what you missed. **You are responsible for the work you have missed.**
- Please make sure to arrive on time for class. Arriving late causes you to miss important material and is disruptive to others. **Arriving late to class will affect your attendance grade for that day unless you have cleared it with me.**
- I will use the Canvas Roll Call Attendance tool to keep track of your attendance this semester, so you can check your attendance grade at any time.

**DO NOT** come to class if you are sick! Since the University Health Clinic closed, please visit one of these nearby walk-in healthcare providers: [Sylvania Urgent Care](#) or [Mercy Health Sylvania Medical Center](#). If you have an emergency medical issue, please call 911 or visit the [ProMedica Urgent Care](#) or [ProMedica Flower Hospital Emergency Center](#), open 24 hours a day. Remember that Public Safety is available to transport students in need (419-547-3861).

### **Participation:**

- Participation can take many forms in our class, and there's no right or wrong way to participate. Some of you may want to offer insights for each reading, and some of you may prefer to speak in smaller groups only. I credit participation in a variety of forms, whether that is offering a comment or reflection about the readings during class, posing a question or responding to others' questions, taking notes that are useful for you, or listening carefully and respectfully to other students' contributions.
- Ultimately, because this is a reading- and writing-intensive course, effective participation entails being an **engaged reader, listener, and contributor**. I expect you to adopt active reading strategies that work for you, including making notes, coming prepared to discuss specific passages in readings, and bringing reading materials to class on the day they will be discussed.
- In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **We will always need respect for others.** Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives—whatever our backgrounds, experiences, or positions.

### **Cell Phones, Laptops, and other Electronic Devices:**

- Cell phones should be stowed away and silenced unless needed for a class activity. Laptops, iPads, and other electronic devices are welcome in class, but please **use them appropriately!**

- Using devices for non-class related activities is extremely distracting for those around you, and if I notice inappropriate technology use, you will receive one verbal warning and your participation grade will be reduced. If your behavior continues to be disruptive or does not improve, you will be counted absent from class that day.
- If you expect a call or other communication during class (e.g., for a family emergency) that requires your phone to be out, please let me know in advance.

### **Grading Standard:**

Student writing this semester will be evaluated primarily for its rhetorical effectiveness and adherence to the parameters of the assignment. Each assignment will have a corresponding assignment sheet complete with expectations. Issues with grammar will be noted but not graded unless consistent issues are not corrected in subsequent assignments.

- **The grading standard for the course will be as follows:**
  - “C” designates “average” work.
  - “B” designates “good” work.
  - “A” designates “excellent” work.
  - You will need to perform work that is consistently above average in order to receive a letter grade of “B” or “A” in the course.
- **I will hold your work to high standards for two reasons:**
  - I believe that it is crucial for you to learn to communicate your ideas clearly in writing. Most people find writing more difficult than speaking. Although I may know what you’re trying to say because I have heard you discuss your ideas during class or in office hours, I will evaluate your written work on the basis of how well the words on the page communicate your ideas.
  - Developing your abilities as a writer will help you to succeed in your remaining classes, in graduate or professional school, and in the workplace. You may not enjoy receiving rigorous feedback or a “B” or “C” on an assignment, but receiving honest feedback will enable you to improve your writing and achieve greater success in your post-college career.
- **I will grade your work using the following scale:**

	B+	C+	D+
	87-89.99	77-79.99	67-69.99
A	B	C	D
93-100	83-86.99	73-76.99	63-66.99
A-	B-	C-	D-
90-92.99	80-82.99	70-72.99	60-62.99

### **Overview of Major Assignments:**

- ***Participation Self-Reflection*** (15%): You will be asked to engage in self-assessment to determine your participation grade. This means that, twice per semester (in the middle and at the end) you will be asked to reflect on your own engagement in class discussion and activities. You will then meet with me to discuss, and together we will determine your participation grade and (during our mid-semester meeting) set goals for the remainder of the course. Should you miss your meetings or fail to submit your



reflections, I reserve the right to assign your participation grade as I see fit.

- **Literary Analysis Essay** (3-4 pages; 15%): This essay asks you to produce a close reading of one of the texts from our first unit.
- **Research Essay** (5-6 pages; 20%): This essay asks you to produce an original argument through a close reading of one of the texts from our second unit and by finding and responding to at least two scholarly sources.
- **Final Project** (requirements vary; 15%): You may choose to complete one of the following projects:
  - *Literary Analysis*: Write a literary analysis essay (4-5 pages) on one of the texts from our final unit.
  - *Short Story*: Write a science fiction and/or fantasy short story (6-12 pages) that could fit into one of the three units from class, accompanied by a cover letter (1-2 pages) contextualizing your story in relation to our course. To complete this assignment, you will be required to do more than tell a story; rather, you are being asked to demonstrate your understanding of the class's themes and your ability to articulate how and why you are using the various genre elements we've explored together.
  - *Podcast/Video Essay*: Create a podcast episode or video essay analyzing a specific generic element/theme or text. If you choose to discuss a text, it does not have to be one of those we read in class, but it should be a related text and you must receive permission from me first. You will be required to turn in your podcast/video essay script alongside the audio/video file.
    - Working alone: 10-15 minute podcast episode or 5 minute video essay
    - Working with a classmate: 15-20 minute podcast episode or 10 minute video essay

### **Late Submission of Major Assignments:**

If you need an extension, you must **ask at least 48 hours before the assignment is due**.

Extensions will be granted on an as-needed basis, and I reserve the right to deny extensions for any assignment. Unless you receive an extension, I will lower your grade for the assignment **by one-third of a letter grade for each day** that it is late. For instance, if you submit a "B" paper two days late, your grade will become a "C+."

### **Format and Submission of Assignments:**

Unless otherwise specified, work will be submitted online through the Canvas system.

Assignments must be submitted as .doc, .docx, or .pdf files, so make sure that your word processor is capable of saving in those formats. (If you're not sure how to do so, check YouTube for a tutorial or your specific word processing program's help for instructions.)

### **Resubmission Policy:**

- You are allowed to resubmit the first and second essay each once for a better grade. If your original paper was late, the highest grade you can earn is determined by my policy on late submissions. For example, if your paper was three days late and received a C, the highest grade you could get on a rewrite would be a B.
- A revision should involve a substantive rewriting, addressing concerns beyond just sentence level mistakes and/or grammar mechanics. Rewrites are **due within 2**

**weeks** after you get your essay back with my feedback. So, for instance, if you get your essay back on Monday, September 25th, your rewrite would be due by Monday, October 9th at midnight. To resubmit, you can simply upload your new draft to the same Assignment on Canvas.

- **You must meet with me** before resubmitting your essay in order to discuss my feedback and your revision. If you do not meet with me, I will not accept your rewrite.

### **Sh\*t Happens:**

I know that sometimes, despite the best of intentions, sh\*t happens. Therefore, you will be granted **ONE free pass** to turn in something **up to 3 days late**, without asking for an extension or providing an excuse. All you need to do is email me at or before the time it's due and say that you're using your free pass. Once you've used your free pass, you can still ask for extensions with the guidelines above.

(Note: this free pass cannot be used for your final project due to grading deadlines.)

### **Grade Grievance Policy:**

- If you wish to contest an assignment grade, you must allow for a 48 hour buffer period from the time I hand back an assignment before contacting me to ensure that you have had ample time to read over the comments and understand them.
- You must then set up an appointment with me via email that specifies that the meeting is for a grade review as well as provide a brief rationale including:
  - An explanation of why you are contesting the grade
  - Examples of where you believe you have been graded unfairly with direct quotations of the assignment prompt and your submission
  - The new grade that you believe should be awarded to the assignment and reasons for the new grade
- Of course, if you would merely like to discuss the assignment with me in order to gain more feedback and identify ways in which you can improve, you do not need to write a rationale, and you need only show up at my office hours or request an appointment.

### **Low-Stakes Responses:**

Throughout the course of the semester, you will have seven opportunities to submit **four required responses (250 words minimum)** using any of the prompts outlined below (though you may only respond to each prompt once). Make sure to list at the top of the page what prompt you have chosen. Your response should be about whatever text we considered together most recently. Keep in mind that some prompts may work better with certain texts than others!

These responses are **due by 11:59pm** on the days they are listed. Each response will be graded on a **5-pt scale**. Assignments that meet the requirements and are turned in on time will receive an automatic 5 pts, regardless of how well you performed the task (though these assignments will help you prepare for your essays, so I recommend doing your best). These are meant to be low-stakes assignments to help you prepare and reflect and so shouldn't be considered traditional assignments with traditional grades.

- *Prompt #1:* Many of the texts we consider may blend more than one genre (e.g., science fiction, fantasy, horror, mystery, etc.). Choose this prompt for a text that does this and discuss how its blending of genres enhances or challenges the narrative.
- *Prompt #2:* Some of the texts we consider address environmental issues. Choose this

prompt for a text that does this and discuss how ecological concerns are portrayed and what solutions or warnings are presented in the text.

- *Prompt #3:* Analyze the main character(s) and their relationships. How are they shaped by the futuristic, fantastic, or speculative elements of the text's narrative? How do they grow/develop as the story unfolds?
- *Prompt #4:* Examine the world-building elements in the text. How does the author/filmmaker create a believable and immersive future or alternative reality? What role does the setting play in shaping the narrative and themes?
- *Prompt #5:* In what way does the text comment on contemporary social issues? How does the world presented differ from our own in terms of societal structures and norms?
- *Prompt #6:* Look beyond the text we examined to consider its cultural impacts. How has it influenced popular culture, technology, or academic and/or public discussions?

**You must have two responses done by midsemester!**

### **Quizzes:**

Seven times during the semester, you will have a quiz over the reading for class. In addition to being a good way for me to evaluate your comprehension of course material, quizzes can also help you stay engaged and on track. Each quiz will consist of 5 questions for a total of 5 points. If you are absent the day we have a quiz, you can only make up the quiz if your absence was excused, in which case you must communicate with me to set up a time to take it.

### **Plagiarism and Using AI:**

Use of AI tools, including ChatGPT, is permitted in this course. Nevertheless, I ask that you **only use AI tools to help brainstorm** assignments or projects **or to revise existing work** you have written, and **you are required to acknowledge use of AI in any work you submit for class**. You are responsible for upholding the academic integrity standards outlined in an earlier section. All submitted work should be 1) your own work, 2) produced for this course, and 3) appropriately cited. Be aware that the accuracy or quality of AI generated content may not meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing. Also keep in mind that AI generated content often fails to provide appropriate or clear attribution to the author(s) of the original sources leading to unintentional plagiarism.

**Office Hours and Contacting Me:** I will hold in-person office hours throughout the semester.

- Office hours are an extension of the classroom, and I welcome and encourage you to come by with questions, comments, and concerns. There are a variety of reasons that might bring you to office hours—you are enjoying a text and would like to discuss it further, you are having a problem with something in the course, you want to brainstorm together about fulfilling an assignment for our course, you don't understand something, you are having fun with or are being challenged by a writing strategy, topic, or conversation and want to discuss it further—in all these cases, please come and see me!
- If you would like to attend office hours but your schedule conflicts with my listed availability, please let me know so that we can arrange to meet at another time.
- I am also available to answer more specific questions over email. I keep office hours on my email and will do my best to respond within 24 hours to all messages received Monday-Friday, 9-5.

## **COURSE SCHEDULE:**

This schedule is a general overview of the semester and is **subject to change**. All updates to the schedule will be posted on Canvas.

### **Unit One: Place, Personhood, and Belonging**

**Tuesday, Jan 9<sup>th</sup>** – Introduction; Syllabus

**Thursday, Jan 11<sup>th</sup>**

- [In class viewing of *Avatar*]

**Tuesday, Jan 16<sup>th</sup>**

- [In class viewing of *Avatar*]

**Thursday, Jan 18<sup>th</sup>**

- **\*Possible Response #1 Due\***
- [In class viewing of *Avatar*]

*[Monday, Jan 22<sup>nd</sup> – Freeze Date & Last Day to Add/Drop]*

**Tuesday, Jan 23<sup>rd</sup>**

- Ursula Le Guin, “The Ones Who Walk Away from Omelas” [Canvas]
- N.K. Jemisin, “The Ones Who Stay and Fight” [Canvas]

**Thursday, Jan 25<sup>th</sup>**

- [In class viewing of “Cardassians” episode from *Star Trek: Deep Space Nine*]

**Tuesday, Jan 30<sup>th</sup>**

- **\*Possible Response #2 Due\***
- [In class viewing of *Pan’s Labyrinth*]

**Thursday, Feb 1<sup>st</sup>**

- [In class viewing of *Pan’s Labyrinth*]

### **Unit Two: Technology and Defining the Human**

**Tuesday, Feb 6<sup>th</sup>**

- *Do Androids Dream of Electric Sheep*, Chapters 1-5

**Thursday, Feb 8<sup>th</sup>**

- **\*Possible Response #3 Due\***
- *Do Androids Dream*, Ch 6-8

**Sunday, Feb 11<sup>th</sup>** – *Literary Analysis Essay Due by 11:59pm*

**Tuesday, Feb 13<sup>th</sup>**

- *Do Androids Dream*, Ch 9-13

**Thursday, Feb 15<sup>th</sup>**

- *Do Androids Dream*, Ch 14-16

**Tuesday, Feb 20<sup>th</sup>**

- **\*Possible Response #4 Due\* – Must have completed two by now!**
- *Do Androids Dream*, Ch 17-22

**Thursday, Feb 22<sup>nd</sup>** – **Research Day & Participation Self-Reflection**

**Tuesday, Feb 27<sup>th</sup>**

- [In class viewing of *Gattaca*]

- Christina Cogdell, “Products or Bodies? Streamline Design and Eugenics as Applied Biology” [Canvas]

**Thursday, Feb 29<sup>th</sup>**

- **\*Possible Response #5 Due\***
- [In class viewing of *Gattaca*]

***NO CLASS Tuesday, March 5<sup>th</sup> or Thursday, March 7<sup>th</sup> – Spring Break***

**Tuesday, March 12<sup>th</sup>**

- Greg Egan, “Learning to Be Me” [Canvas]

**Thursday, March 14<sup>th</sup> – Working Day**

### **Unit Three: The Gendered Other and Monstrosity**

**Tuesday, March 19<sup>th</sup>**

- *Nimona*, Ch 1-7

**Thursday, March 21<sup>st</sup>**

- *Nimona*, Ch 8-9

**Tuesday, March 26<sup>th</sup>**

- **\*Possible Response #6 Due\***
- *Nimona*, Ch 10 & Epilogue

***Wednesday, March 27<sup>th</sup> – Research Essay Due by 11:59pm***

***NO CLASS Thursday, March 28<sup>th</sup> – Easter Break***

***NO CLASS Tuesday, April 2<sup>nd</sup> – Wellness Day***

***[Wednesday, April 3<sup>rd</sup> – Last Day to Withdraw]***

**Thursday, April 4<sup>th</sup>**

- **\*Possible Response #7 Due\***
- Susan Palwick, “Gestella” [Canvas]

**Tuesday, April 9<sup>th</sup>**

- Malinda Lo, “The Cure”

***NO CLASS Thursday, April 11<sup>th</sup> – I will be out of town for a conference.***

**Tuesday, April 16<sup>th</sup>**

- [In class viewing of “Real Man” episode of *Alien Nation*]

**Thursday, April 18<sup>th</sup> – Working Day & Participation Self-Reflection**

- Bring what you need to work on your final projects during class!
- I will also call you up individually during class to discuss your participation self-reflection.

**Tuesday, April 23<sup>rd</sup> – Presentations**

- Be ready to share your plans for your final project with your peers.

**Thursday, April 25<sup>th</sup> – Presentations**

- Be ready to share your plans for your final project with your peers.

### **Bibliography**

*Avatar*. Directed by James Cameron, performances by Sam Worthington, Zoe Saldana, and Sigourney Weaver, 20th Century Fox, 2009.

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*Gattaca*. Directed by Andrew Niccol, performances by Ethan Hawke, Uma Thurman, and Jude Law, Columbia Pictures, 1997.

Jemisin, N.K. "The Ones Who Stay and Fight." *How Long 'Til Black Future Month?* Orbit, 2018, pp. 1-13.

*El laberinto del fauno / Pan's Labyrinth*. Directed by Guillermo del Toro, performances by Ivana Baquero, Sergi López, and Maribel Verdú, Warner Bros. Pictures, 2006.

Lo, Malinda. "The Cure." *Interfictions Online*, 2014, <http://interfictions.com/the-curemalinda-lo/>.

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"Real Men." *Alien Nation*, directed by John McPherson, season 1, episode 16, Fox, 19 Feb. 1990.

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