

San José State University
Department of English and Comparative Literature
ENGL 22: Fantasy & Science Fiction, Section 99, FALL 2022

Course and Contact Information

Instructor(s):	Dr. Tanja Nathanael
Office Location:	Canvas/Zoom
Telephone:	Contact via email, Canvas messaging, Zoom
Email:	Tanja.Nathanael@sjsu.edu
Office Hours:	By Appointment
Class Days/Time:	Course is online and asynchronous
Classroom:	Canvas
Prerequisites:	Completion of GE Area A2 or Writing Enrollment Category I/II/III or postbaccalaureate.
GE/SJSU Studies Category:	English 22 fulfills the lower division GE requirement in Arts and Letters (C2)

Course Description

Students will examine works of literary fantasy and science fiction to understand them as expressions of human intellect and imagination; to comprehend their historical and cultural contexts; and to recognize their diverse cultural traditions. Both contemporary and historical works will be studied.

Course Theme

American and British Fantasy and Science Fiction: Frontiers of Time and Space

"In England, 100 miles is a long way. In America, 100 years is a long time. In England, you have to go back [in time] to find [a good story]. In America, you have to drive to find it."—Neil Gaiman

During this course we will examine texts that explore the frontiers of the imagination in both fantasy and science fiction. As British fantasy author Neil Gaiman has observed, the British tend to be more successful fantasists due to their comparatively long mythic history, while American writers have excelled in the genre of science fiction, due in part perhaps from an inherited historical ideal to explore the frontier. And yet, as we will discover, there are exceptions to this understanding in both cases. Additional themes of subgenre, gender, and diverse voices will also be explored.

Course Format: Online & Asynchronous

This course adopts an online delivery format. Although this course is asynchronous and does not require a weekly meeting, it is required that students check in weekly to view lectures and complete assignments. Pre-recorded lectures will be posted weekly on Canvas. To keep pace with the course, students are required to view the lectures online in a timely manner in order to gain mastery of the material. While viewing the recorded lectures, students are strongly recommended to listen carefully, pay attention, and take notes just as you would in an in-person class. To best view and access the online content, students must have consistent, reliable, high-

speed internet access, using a PC or MAC or other compatible device. Please note that it is the student's responsibility to check for compatibility. Technical issues will not be considered a valid excuse for failure to view lectures or submit assignments on time. That being said, students who diligently seek help from technical support and communicate clearly with me will be allowed a grace period to resolve difficulties. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Canvas & MYSJSU Messaging

As this course is held entirely online, announcements will be made weekly to provide current information to students in the course. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.

For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Other technology requirements: ZOOM

You will be required to create a [Zoom](https://zoom.us) account to participate in one-on-one conferences and group discussions. Creation of a Zoom account is free of charge.

GE Learning Outcomes (GELO)

As a GE Humanities course, this course shall give students the opportunity to:

- a. examine various works of the human intellect and imagination in the form of texts and theories;
- b. understand the historical and cultural contexts in which specific works were created; and
- c. recognize the accomplishments of and issues related to diverse genders and cultures reflected in such texts.

Upon successful completion of a C2 course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination.

Course Learning Outcomes (CLO)

In addition to the General Education Learning Outcomes, English 22 has the goals of enlarging students' awareness of the possibilities of language and literature to enrich their lives, and to find pleasure as well as challenge in the activity of interpretation—to see interpretation as a creative response to the stimulus of the works being read and discussed. Thus, upon successful completion of this course, students will be able to:

1. Respond creatively to literary texts.
2. Compare and contrast a work's effectiveness when it is translated from one genre (book) to another (film).

Required Texts/Readings

Six novels plus selected short stories, poems, and essays. Some readings (short stories or articles) will be available via .PDF documents on Canvas or via the links available below. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other online venues.

Adams, Douglas. *The Hitchhiker's Guide to the Galaxy* (1979)

Paperback: ISBN-13: 978-0345391803

Or on Kindle [here](#).

Aldiss, Brian. "Supertoys Last All Summer Long" (1969) (.PDF provided)

Baum, L. Frank. *The Wonderful Wizard of Oz* (1900)

Paperback: ISBN-13: 978-1985261808

Or on Kindle [here](#).

Also, available for free via Project Gutenberg, Library of Congress, YouTube, and other online sources.

Bisson, Terry. "[Meat](#)" (1990)

Bradbury, Ray. "[The Million Year Picnic](#)" (1946)

Burns, Robert. "[Tam O'Shanter](#)" (1791)

Cherryh, C. J. "The Scapegoat" (1985) (.PDF provided)

Delany, Samuel R. "Driftglass" (1971)

Audio via podcast LeVar Burton Reads: [February 5, 2019](#).

Gibson, William. "[Johnny Mnemonic](#)" (1981)

Huerta, Lizz. "[Mouths](#)" (2018)

Irving, Washington. "[The Legend of Sleepy Hollow](#)" (1820)

Le Guin, Ursula.

"The Rule of Names" (1964) (.PDF provided)

A Wizard of Earthsea (1968)

Paperback: ISBN-13: 978-0547722023

Or on Kindle [here](#).

Liu, Ken. "[Mono No Aware](#)" (2013)

Audio via podcast LeVar Burton Reads: [February 12, 2019](#).

Lovecraft, H. P. "[Dagon](#)" (1919)

McCaffrey, Anne. "The Ship Who Sang" (1985)

Paperback: ISBN-13: 978-0345334312

On Kindle [here](#).

Moore, C. L. "[Shambleau](#)" (1933)

Okorofor, Nnedi. *Binti* (2015)
Paperback: ISBN-13: 978-0765385253
Or on Kindle [here](#).

Ross, Deborah J. “Four Paws to Light My Way” (2021)
On Kindle [here](#).

Rowell, Rainbow. *Carry On* (Simon Snow Trilogy Book 1) (2015)
Paperback: ISBN-13: 978-1529013009
Or on Kindle [here](#).

Rowling, J. K. *Harry Potter and the Sorcerer’s Stone* (1998)
Paperback: ISBN-13: 978-0439708180
Or on Kindle [here](#).

Tolkien, J. R. R. *The Hobbit* (1937)
Paperback: ISBN-13: 978-0345339683
Or on Kindle [here](#).

Non-fiction essays and TED Talks as assigned. See weekly assignments for details.

Library Liaison

Peggy Cabrera
Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

NOTE: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

*In other words, expect to dedicate **about 10 hours per week** to this course. See breakdown of grading and assignment descriptions below.*

Course assignments (described in detail below) will consist of four module quizzes, one essay, one team project, one adaptation project, weekly “side quests” (participation credit), and one final exam.

Grading Information

Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Quests). Students will receive assignment sheets and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written feedback on assignments along with a letter grade based on a 10-point scale per assignment. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.

Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams must be arranged with the instructor. By department policy, in all English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

Determination of Grades

Grades are determined on a 100-point scale, as follows:

- 15 points = 3 Module Quizzes at 5 points each
- 10 points = Short Essay (to be completed after Module 1)
- 15 points = Team Project (to be completed after Module 2)
- 20 points = Diversity Project (to be completed after Module 3)
- 20 points = Side Quests (Participation Badges; 20 minimum required)
- 20 points = Final
- 100 points total

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

This course must be passed with a D- or better as a CSU graduation requirement.

Description of Assignments

Module Quizzes (15 points; 3 quizzes at 5 points each)

Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Study guides and practice quizzes will be available. (GELO 1)

Short Essay (10 points total; 4 pages, or approx. 1000 words required)

Students will demonstrate their ability to critically evaluate literature and defend a position in a critical essay. Some additional research will be required and essays must quote from credible academic sources with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment prompts and grading rubrics will be distributed at the time the essays are assigned. (GELO 2, 3)

Team Project (15 points total; approx. 1000 words required, but may vary)

Design a Wizard School.

Working in teams of three or four, students will brainstorm and design their own wizard school. Wizard school designs may be inspired by but are expected to be creatively different from Harry Potter's Hogwarts and Ged's Roke. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings

depending on individual schedules. Students will be graded individually on their roles as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project; 2) analysis of contribution to project; 3) analysis of another group project. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. (GELO 1, CLO 1)

Diversity Project (20 points total; 4 pages, or approx. 1000 words, but may vary)

Diversify a Sci-Fi or Fantasy Text for a Film Adaptation.

Students will select one text from the course reading list to diversify and pitch as a film adaptation of their own design. To pitch the adaptation of the selected text, the student will write a synopsis, establishing the setting, and then describe the main characters physically, emotionally, and intellectually. Cast each character with a real TV or Film actor with consideration to cross-gender and diverse casting. What stylistic or artistic choices would you make as the director of this film? Especially consider what different choices you could make if this text has already been adapted to film. Grading Criteria: 1) Original adaptation idea with clear synopsis of original text and what the adaptation will do differently, 2) Vivid description of characters and casting choices, 3) Vivid description of setting and filming locations, 4) Correct formatting and language usage and style, 5) Justification of creative choices—especially with regards to the importance of diversity in today’s media, 6) Images or original artwork. Formal assignment prompts and grading rubrics will be distributed at the time the project is assigned. (GELO 4, CLO 2)

Side Quests (Participation Badges; 20 minimum required for 20 points)

Each week students will be given the opportunity to complete “Side Quests” to earn participation credit, as well as other rewards. Side Quests will consist of a selection small activities in which the student may demonstrate additional knowledge or skills based on the current module’s assignments. The completion of one Side Quest = one badge. Over the 16 week semester, students are required to achieve 20 badges to earn participation credit, or 20 points. However, students may earn more badges to gain additional rewards, such as raising a quiz or essay grade. Activities include: illustrating a text, watching a TED Talk, responding to a scholarly article, attending a Zoom meeting, and more. See Side Quests in Canvas for more details. (GELO 1-4, CLO 1-2)

Final Examination (20 points)

The Final Exam will be taken online in Canvas and will be available during a seven day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will be cumulative and consist of a random selection of questions from the Module 1-3 quizzes. The Final will contain a selection of matching, multiple choice, short answer questions. A study guide will be provided. (GELO 1, 4)

Online Classroom Protocol

Email and Electronic Communication Etiquette

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this sample format:

Subject: Request to schedule an appointment

**A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may be mistaken as “junk mail” and may not be read.*

Dear Professor Nathanael,

**Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person's first name unless you have been given explicit permission to do so. Never use informal address like "Hey, Prof!"*

I am a student in your ENGL 22 class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

**State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment sheet, such as "When is our paper due?" or "What is our homework for tomorrow?" Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

**Use a formal closing, such as "Sincerely," "Respectfully," "Thank you," or "Best regards."*

Martha Jones

**Always sign your full name at the end of your email. Include your student ID and course number as a courtesy if you are not messaging from Canvas.*

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Students should know that the University's [Academic Integrity Policy](#) is available on the university website. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](#). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless

otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Accommodations for Disabled Employees & Students

Reasonable accommodations are made for students and employees who are accepted or work at San José State University.

The [Accessible Education Center](#) (AEC) counsels and serves students with disabilities.

The [Employment Accommodations Resource Center \(EARC\)](#) facilitates the provision of accommodations and services to employees with disabilities.

The Americans with Disabilities Act, ADA Compliance is the on-campus office for ADA Compliance issues for students and employees.

For more information, see [ADA Compliance](#) or [Unlawful Discrimination](#).

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

[The SJSU Writing Center](#) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

Peer Connections

[Peer Connections](#) offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.

1. The Peer Connections locations on campus are currently closed due to the pandemic, and we know that it may be challenging for you to get the resources/support that you may need. Therefore, Peer Connections has pushed forward our plans for online/virtual tutoring and mentoring, so you can now meet with your tutor and/or mentor online.
2. If you'd like to schedule an appointment to meet with your tutor/mentor online, you can do that from Spartan Connect. [Learn more about appointment scheduling options here.](#)
3. If you need to contact Peer Connections, please e-mail us at peerconnections@sjsu.edu. We will be checking voicemail, but e-mail is currently the fastest way to reach us. We will be answering e-mails as quickly as possible during business hours (Monday-Friday 9-5pm).

ENGL 22: Fantasy and Science Fiction FALL 2022 Course Schedule

Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via Canvas Announcements and email. WEEKS RUN WEDNESDAY TO TUESDAY.

Course Schedule

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
MODULE 0: GETTING STARTED		
WEEK 1 GETTING STARTED	FRI AUG 19 – TUES AUG 23	INTRO TO FANTASY & COURSE THEME WATCH/READ: Getting Started materials. WATCH: Lecture: Introduction to Fantasy & Science Fiction WATCH: Lecture: Course Theme: British & American Fantasy & Science Fiction DUE: MODULE 0 QUIZ [three attempts possible; score best of three]
MODULE 1: THE HERO'S JOURNEY		
2 THE HERO'S JOURNEY Part I	AUG 24 – AUG 30	WATCH: Lecture: The Hero's Journey & Tolkien's <i>The Hobbit</i> READ: Novel: Tolkien, <i>The Hobbit</i> . Ch. 1-12 (first half) HEADS UP: SHORT ESSAY (Read Assignment prompt)
3 THE HERO'S JOURNEY Part II	AUG 31 – SEPT 6	WATCH: Lecture: Over Hill and Under Hill WATCH: Lecture: Tolkien & the North READ: Novel: Tolkien, <i>The Hobbit</i> . Ch. 13-19 (finish)
4 THE HERO'S JOURNEY Part III	SEPT 7 – SEPT 13	WATCH: Lecture: Baum's <i>The Wonderful Wizard of Oz</i> READ: Novel: Baum, <i>The Wonderful Wizard of Oz</i> . Ch. 1-24 (full text) WATCH: Lecture: Ross, "Four Paws to Light My Way" READ: Short Story: Ross, "Four Paws to Light My Way"
5 FINISH MODULE 1	SEPT 14 – SEPT 20	BEGIN: SHORT ESSAY: THE HERO'S JOURNEY WATCH: ESSAY WORKSHOPS – REQUIRED VIEWING! DUE: MODULE 1 QUIZ
MODULE 2: WIZARD SCHOOLS		
6 WIZARD SCHOOLS Part I	SEPT 21 – SEPT 27	WATCH: Lecture: Le Guin's <i>A Wizard of Earthsea</i> READ: Short Story: Le Guin's "The Rule of Names" READ: Novel: Le Guin, Ursula. <i>A Wizard of Earthsea</i> . (full text) DUE: SHORT ESSAY: THE HERO'S JOURNEY HEADS UP: TEAM PROJECT: Read Assignment prompt.

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
7 WIZARD SCHOOLS Part II	SEPT 28 – OCT 4	WATCH: Lecture: Rowling & Harry Potter & Wizard Schools READ: Novel: Rowling, <i>Harry Potter and the Sorcerer's Stone</i> . Ch. 1-8 (first half) SIGN UP: Sign up for your Student Conference Appointment
8 WIZARD SCHOOLS Part III	OCT 5 – OCT 11	READ: Novel: Rowling, <i>Harry Potter and the Sorcerer's Stone</i> . Ch. 9-17 (finish) *****STUDENT CONFERENCES THIS WEEK*****
9 WIZARD SCHOOLS Part IV	OCT 12 – OCT 18	WATCH: Lecture: Rowell & <i>Carry On</i> READ: Rowell, <i>Carry On</i> (first half) *****STUDENT CONFERENCES THIS WEEK*****
10 WIZARD SCHOOLS Part V	OCT 19 – OCT 25	READ: Rowell, <i>Carry On</i> (finish) *****STUDENT CONFERENCES THIS WEEK*****
11 FINISH MODULE 2	OCT 26 – NOV 1	DUE: MODULE 2 QUIZ DUE: TEAM PROJECT: Teams finalize projects; Team Coordinators post Wizard Schools.
MODULE 3: NEW FRONTIERS		
12 NEW FRONTIERS Part I	NOV 2 – NOV 8	INTRODUCTION TO SF GENRES: GOTHIC & HORROR WATCH: Lecture WATCH: YouTube: The Gothic https://www.youtube.com/watch?v=gNohDegnaOO WASHINGTON IRVING READ: Short Story: Irving, " The Legend of Sleepy Hollow " WATCH: YouTube: Top 10 Notes: The Legend of Sleepy Hollow https://www.youtube.com/watch?v=hEAoBaot7OU ROBERT BURNS READ: Narrative Poem: Burns, " Tam O'Shanter " (Please note that this link above contains both the old Scottish and a translation into modern English. I recommend the English! 😊). WATCH: YouTube: The Story of Tam O' Shanter (short film) (This short silent film illustrates the similarities between Tam's ride and Ichabod's.) https://www.youtube.com/watch?v=3nKXaoMQDdc

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
		<p>WATCH: YouTube: The Ultimate Tam O' Shanter (This is read in the original Scottish, but the illustrations should get you through it.) https://www.youtube.com/watch?v=dkiZbpd9stw</p> <p>H.P. LOVECRAFT READ: Short Story: Lovecraft, "Dagon" WATCH: YouTube: What is Lovecraftian Horror? https://www.youtube.com/watch?v=vyBkjLCwtNg</p> <p>INTRODUCTION TO SF GENRES: MARTIAN FRONTIER WATCH: Lecture: Introduction to Science Fiction & The Martian Frontier READ: Short Story: Moore, "Shambleau" READ: Short Story: Bradbury, "The Million Year Picnic"</p> <p>DUE: TEAM PROJECT: Everyone turn in project analysis. HEADS UP: DIVERSITY PROJECT: Read the assignment prompt.</p>
13 NEW FRONTIERS Part II	NOV 9 – NOV 15	<p>INTRODUCTION TO SF GENRES: SPACE OPERA; ANDROIDS, A.I., CYBER SPACE; MILITARY SF</p> <p>WATCH: Lecture: Space Opera READ: Novella: McCaffrey, "The Ship Who Sang" pp. 1-25. Please Note: We will only be discussing the first story. You are welcome to read the whole book, but the required reading is pages 1-25; that is, only the shorter work.</p> <p>WATCH: Lecture: Androids, A.I. & Aldiss READ: Short Story: Aldiss, "Supertoys Last All Summer Long" (.PDF provided)</p> <p>WATCH: Lecture: Cyberspace & Cyberpunk READ: Short Story: Gibson, "Johnny Mnemonic"</p> <p>WATCH: Lecture: Military SF & Cherryh READ: Novella: Cherryh, "The Scapegoat" (.PDF provided)</p>
14 NEW FRONTIERS Part III	NOV 16 – NOV 22	<p>INTRODUCTION TO SF GENRES: DIVERSE VOICES & AFRICAN FUTURISM</p> <p>WATCH: Lecture: Diverse Voices WATCH: TED Talk: Adichie, "The Danger of the Single Story"</p> <p>LISTEN: Short Story: Delany, "Driftglass" (1971) Audio via podcast LeVar Burton Reads: February 5, 2019.</p>

Week & Theme	Date	Modules, Topics, Readings, Assignments, Deadlines
		<p>LISTEN: Short Story: Liu, "Mono No Aware" (2013) Audio via podcast LeVar Burton Reads: February 12, 2019.</p> <p>LISTEN or READ: Short Story: Huerta, "Mouths" (2018) Audio via podcast <i>Lightspeed Magazine</i> (online)</p> <p>WATCH: Lecture: Orkorafor & Africanfuturism READ: Blog post: Orkorafor, What is AfricanFuturism? READ: Novella: Okorafor, <i>Binti</i> (full text)</p>
15 NEW FRONTIERS Part IV	NOV 23 – NOV 29	<p>*****HAPPY THANKSGIVING***** NOV 23 – NOV 25</p> <p>Partial week: NOV 26 – NOV 29 COMIC SF WATCH: Lecture: Comic SF READ: Flash Fiction: Bisson, "Meat" READ: Novel: Adams, <i>The Hitchhiker's Guide to the Galaxy</i> Available in audio via YouTube.</p>
16 FINISH MODULE 3	NOV 30 – DEC 6	<p>DUE: MODULE 3 QUIZ</p> <p>DUE: DIVERSITY PROJECT</p>
FINAL EXAM	DEC 8 – DEC 13	DUE: FINAL EXAM (Available on Canvas DEC 8 – DEC 13)