UF 100 – Story: Science Fiction
Fall 2014

Dr. Mac Test (edwardtest@boisestate.edu)
Dr. Petros Panaou (petrospanaou@boisestate.edu)
Office Hours: by appointment

Plenary Class: Thursdays, 12:00 - 1:15, LA106
Discussion Sessions: Monday/Tuesdays per Broncoweb

Discussion Leaders:
D31 – Petros Panaou, petrospanaou@boisestate.edu Monday 9-10:15am, ILC 201
D32 – John Herrick, johnherrick@boisestate.edu Monday 10:30-11:45am, ILC 201
D33 – Refik Sadikovic, refiksadikovic@boisestate.edu Monday 12-1:15pm, ILC 201
D34 – Carl Della Badia, carldellabadia@cwidaho.cc Monday 1:30-2:45pm, ILC 201
D35 – Chris Caruso, chris.inkspot@gmail.com Monday 3-4:15pm, ILC 201
D36 - Chris Caruso, chris.inkspot@gmail.com Monday 4:30-5:45pm, ILC 201
D37 – Bob Casper, bobcasper@u.boisestate.edu Monday 6-7:15pm, ILC 201
D38 – Darryl Jungen, darryljungen@boisestate.edu Tuesday 9-10:15am, ILC 201
D39 – Mac Test, edwardtest@boisestate.edu Tuesday 1:30-2:45pm, ILC 204

COURSE OVERVIEW: Science Fiction is a genre that explores not only a fantastical future or alternative past, but also plays a pivotal role in critically examining our current societies. Through reading various short stories, graphic novels, and critical writings, as well as viewing films and other media, we will investigate the larger questions of what it means to exist on earth today. How are science and technology shaping our societies? What are humanity’s greatest challenges? Are moral values relative or absolute? What is the place of war and conflict in today’s world? How do imaginary alien encounters relate to our own cultural and social beliefs? What does ‘free will’ mean? In essence, what is human, and how various?
COURSE OBJECTIVES: In this course, students will gain a detailed understanding of science fiction writing, ultimately producing their own idea of life in the year 2114. Students will work in teams to brainstorm and share ideas, learn to think critically and apply analysis to deeper questions about humanity; engage with technology in producing a final project; and develop skills in presenting ideas orally. Overall, students will consider how the genre of science fiction not only imagines a better (or worse) world, but ultimately produces meaning for us today. Reading Science Fiction can change or affect our emotional response to the world today, help us to become sensitive to current environmental, social, racial, and political issues important today and in the future.

FOUNDATIONAL STUDIES provides undergraduates with a broad-based education that spans the entire university experience. "Story: Science Fiction" satisfies 3 credits of the Program's UF 100 requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals:
1. Communicate effectively in speech, both as speaker and listener.
2. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

REQUIRED TEXTS:
Think Tank, vol. 1, Matt Hawkins, Rahsan Ekedal
Think Tank, vol. 2, Matt Hawkins, Rahsan Ekedal
Cinder: Book One of the Lunar Chronicles, Marissa Meyer
Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year 2100, Michio Kaku
Blackboard texts

COURSE REQUIREMENTS

ATTENDANCE POLICY: Attendance of plenary lectures and discussion sessions is mandatory. Arrive on time with texts to be discussed that day. Respect other students and your professor: no cell phones, texting, or surfing the web. There is no substitute for good note taking and attentive participation. Laptops may be used for taking notes. You are expected to come to section prepared to discuss the readings. Frequent and/or excessive tardiness is inexcusable; you will be considered absent if you show up late without your work.

JOURNAL ENTRIES: There will be 4 journal entries to be posted on Blackboard. Journal entries should be at least 250 words long and should focus on questions that will be provided. You are also required to read and respond to 2 other journal entries written by other students.

ORAL PRESENTATIONS (2): Each Discussion Session, select students will be responsible for leading discussion by making a 5-minute oral presentation on the readings. A sign-up sheet will be created at the beginning of the semester. These can also include bringing in short video clips. The second oral presentation will cover your final project.
ANNOTATED BIBLIOGRAPHY: Compile an annotated list of 10 sources that relate to the final project theme: “Life in 2114.” These must be reliable sources that make claims about our future societies, based on well documented, present day and/or historical evidence. At least 5 of these sources must be from peer reviewed journals/presses. APA or MLA style should be used. Make the most out of group interactions during discussion sessions to maximize the quality of your work.

FINAL PROJECT RATIONALE: Write a short 3-page rationale, which summarizes how you imagine the world in 2124 and why. Support your claims by utilizing the sources and evidence you have identified in your Annotated Bibliography. Make the most out of group interactions during discussion sessions to maximize the quality of your work.

FINAL PROJECT: “Life in 2114.” Present your notion of life in 2114 based on your research (Annotated Bibliography & Final Project Rationale). Speculate on social, political, medical, environmental, scientific, technological changes; examine space/time travel. You may create a newspaper or news broadcast for a day in 2114; put together a video/photo documentary about the most important events/changes that took place between 2014 and 2114; create a model of a city in 2114; write a SF short story that takes place in 2114; write and illustrate the first chapter of a graphic novel. The project will be presented to the class utilizing technology (powerpoint, video, animation, etc.). There is also a required one paragraph summary relating your interests and abilities in regards to the project that should be posted on eportfolio. Make the most out of group interactions during discussion sessions to maximize the quality of your work. Exceptional final project presentations will be presented for a second time, at our last two plenary sessions.

GRADING:
- Attendance/Participation 15%
- Journal Entries 20%
- Oral Presentation 10%
- Annotated Bibliography 10%
- Final Project Rationale 10%
- Final Project and eportfolio 25%
- Final Project presentation 10%

NOTES:
In order to pass this course, you must complete all the course requirements. **Plagiarism** is the act of taking another person’s ideas and/or words and passing them off as one’s own. Any act of plagiarism committed in class will be prosecuted through the university court system and could result in expulsion. If you are at all unsure about how to cite someone else’s words or ideas, please come to me for help.

**Disability:** Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Lincoln garage offices to meet with a specialist and coordinate reasonable accommodations for any documented disability.

**Disclaimer:** All information on this syllabus is subject to change.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING (for Thursday Plenary)</th>
<th>ASSIGNMENT</th>
<th>DISCUSSION SESSION</th>
<th>PLENARY</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
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<td>Introduction</td>
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<td>2</td>
<td>Sept 1</td>
<td><em>Think Tank</em>, vol. 1; <em>Physics of the Future</em>, Introduction</td>
<td>Journal Entry #1 posted to Blackboard. Posted by Wed at midnight.</td>
<td>CANCELLED FOR LABOR DAY</td>
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<td>3</td>
<td>Sept 8</td>
<td><em>Think Tank</em>, vol. 2</td>
<td>“Civil Disobedience” (1849), Thoreau, <em>(Bbd)</em>; “Repent Harlequin! Said the Ticktockman” (1965), Ellison <em>(Bbd)</em></td>
<td>War and Conflict</td>
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<td>4</td>
<td>Sept 15</td>
<td>Begin reading <em>Cinder</em> <em>Physics for the Future</em>, Chapter 2</td>
<td>View Movie outside of Class: “Matrix” Journal Entry #2 posted to Blackboard by Wed at midnight</td>
<td>Oral Presentations #1, #2, #3</td>
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<td>5</td>
<td>Sept 22</td>
<td><em>Physics for the Future</em>, (“A Day in 2100”) “Day Million” (1966), Pohl <em>(Bbd)</em></td>
<td>Oral Presentations #4, #5, #6</td>
<td>Way of Living in the Future; Posthuman Love Introduce Final Project</td>
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<td>6</td>
<td>Sept 29</td>
<td><em>Cinder</em> <em>Physics for the Future</em>, Chapter 3 Reinventing Cockaigne: UTOPIAN THEMES IN TRANSHUMANIST THOUGHT <em>(Bbd)</em></td>
<td>Journal Entry #3 posted to Blackboard by Wed at midnight.</td>
<td>Librarians visit class; how to do library research</td>
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<td>Date</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Presentations/Activities</td>
<td>Topics</td>
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<td>7 Oct 6</td>
<td><em>Physics of the Future</em>, Chapter 1, “The Machine Stops” (1909) Forster (Bbd)</td>
<td>Create draft of bibliography with 5 sources to share with classmates</td>
<td>Oral Presentations #7, #8, #9</td>
<td>Future of the Computer; Dystopias</td>
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<td>8 Oct 13</td>
<td>“Everywhere” (1999), Ryman (Bbd) <em>Physics of the Future</em>, Chapter 7 (Future of Wealth)</td>
<td><em>Due: Annotated Bibliography for Final project</em></td>
<td>Oral Presentations #10, #11, #12 Teamwork: focus areas for final project</td>
<td>Present and Future Social Justice; Utopias</td>
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<td>9 Oct 20</td>
<td><em>Physics of the Future</em>, Chapter 5 (Energy)</td>
<td>Write draft of rationale for peer review and brainstorming in class.</td>
<td>Oral Presentations #13, #14, #15 Drafts of chapter, peer review</td>
<td>Environmental Concerns</td>
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<td>10 Oct 27</td>
<td>“The Seventh Voyage” (1971), Lem (Bbd) <em>Physics of the Future</em>, Chapter 6 (Space Travel)</td>
<td>Revise rationale based on input from classmates</td>
<td>Oral Presentations #16, #17, #18 Completed eportfolio design with theme in place</td>
<td>Space Travel Visiting speaker: Barbara Morgan</td>
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<td>11 Nov 3</td>
<td>“Harrison Bergeron”, Vonnegut (Bbd) Excerpt from the “Uglies” series (Bbd)</td>
<td>DUE: Rationale</td>
<td>Oral Presentations #19, #20, #21</td>
<td>Conformist Societies; Social Media; Popular economy</td>
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<td>12 Nov 10</td>
<td><em>Cinder</em>, part #2 <em>Physics of the Future</em>, Chapter 8 (Planetary Civilizations)</td>
<td>Concept and format for final project to discuss in class.</td>
<td>Oral Presentations #22, #23, #24, #25</td>
<td>Gender and Sexuality; Planetary Civilizations</td>
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<tr>
<td>13 Nov 17</td>
<td>Invaders” (1990), Kessel, (Bbd) “The Sentinel” (1951), Clarke (Bbd)</td>
<td>Journal Entry #4 posted to Blackboard by Wed at midnight</td>
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<td>Alien Encounters and the “Other”</td>
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<td>Nov 24-28</td>
<td>THANKSGIVING BREAK</td>
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<td>14 Dec 1</td>
<td>DUE: Final project, eportfolio</td>
<td>Present Final Projects Integration of final project in eportfolio</td>
<td>Capstone of Class. Jeopardy</td>
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<td>15 Dec 8</td>
<td></td>
<td>Present Final Projects</td>
<td>“Best of” Final projects</td>
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Further Reading:

*The Hitchhiker's Guide To The Galaxy*, by Douglas Adams
*Ender's Game*, by Orson Scott Card
*The Dune Chronicles*, by Frank Herbert
1984, by George Orwell
*Fahrenheit 451*, by Ray Bradbury
*The Foundation Trilogy*, by Isaac Asimov
*Brave New World*, by Aldous Huxley
*Animal Farm*, by George Orwell
*Neuromancer*, by William Gibson
*I, Robot*, by Isaac Asimov
*Stranger In A Strange Land*, by Robert Heinlein
*Slaughterhouse-Five*, by Kurt Vonnegut
*Frankenstein*, by Mary Shelley
*Do Androids Dream Of Electric Sheep?,* by Philip K. Dick
*The Handmaid's Tale*, by Margaret Atwood
*The Martian Chronicles*, by Ray Bradbury
*A Clockwork Orange*, by Anthony Burgess
*The Time Machine*, by H.G. Wells
*20,000 Leagues Under The Sea*, by Jules Verne
*Flowers For Algernon*, by Daniel Keys
*The War Of The Worlds*, by H.G. Wells
*The Chronicles Of Amber*, by Roger Zelazny
*Childhood’s End*, by Arthur C. Clarke
*The Road*, by Cormac McCarthy
*A Journey To The Center Of The Earth*, by Jules Verne
*The Dispossessed*, by Ursula K. LeGuin
*Something Wicked This Way Comes*, by Ray Bradbury
*La Planète des Singes*, by Pierre Boulle
*Contact*, by Carl Sagan
*Jurassic Park*, by Michael Crichton
Suggested Movies:

A Trip to the Moon (1902)
Metropolis (1927)
The Day the Earth Stood Still (1951)
War of the Worlds (1953)
Forbidden Planet (1956)
The Time Machine (1960)
Fahrenheit 451 (1966)
Planet of the Apes (1968)
2001: A Space Odyssey (1968)
A Clockwork Orange (1971)
Escape From the Planet of the Apes (1971)
Silent Running (1972)
Solaris (1972)
Soylent Green (1973)
Westworld (1973)
Logan's Run (1976)
Close Encounters of the Third Kind (1977)
Star Wars (1977)
Close Encounters of the Third Kind (1977)
Invasion of the Body Snatchers (1978)
Alien (1979)
Altered States (1980)
Star Trek II - The Wrath of Khan (1982)
Blade Runner (1982)
The Thing (1982)
Brazil (1985)
Back to the Future (1985)
Aliens (1986)
Terminator 2 (1991)
Jurassic Park (1993)
Twelve Monkeys (1995)
The Fifth Element (1997)
Gattaca (1997)
Contact (1997)
The Matrix (1999)
The Fountain (2006)
Idiocracy (2006)
Children of Men (2006)
Sleep Dealer (2008)
Avatar (2009)
District 9 (2009)
The Road (2012)