English 210.01 Literature and the Arts
Representations of the Scientist
Course Syllabus
Fall 2014

Section Instructor: Crystal Matey
Location/Time: SOEB 206, TR 12:30-1:45
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Course Description

All great scientists have, in a certain sense, been great artists; the man with no imagination may collect facts, but he cannot make great discoveries (Karl Pearson, The Grammar of Science, p. 30).

This course centers on “the exploration of the relationships between literary and extraliterary arts such as music, visual arts, cinema, and architecture” (2013-14 Undergraduate Bulletin). Covering texts from the seventeenth-century up to the twenty-first century, this particular section of ENG 210 explores the various literary and extraliterary representations of the fictional scientist in poetry, drama, speculative fiction, artistic renderings, television shows, and film. In this section, we will think about the world in which these fictional scientists would have lived, and consider how the representation of the fictional scientist has changed over time. Our approach to these texts and works of art will be loosely chronological in order to better understand the evolution of this character type.

This course will ask you to ponder the following questions, among others:
1. In what ways might we consider the scientist to be an artist of sorts?
2. What dangers does the fictional scientist represent for society?
3. Should scientists ascribe to systems of morality? In other words, should there be limits placed upon scientific endeavors?
4. What are the consequences of curiosity and attaining knowledge?
5. How do we classify that which is human and inhuman?

Student Learning Outcomes (SLOs) for the GLT marker:
At the completion of this course, students will be able to:
1. Demonstrate the reading skill required for the student of literary texts. (LG3)
2. Identify and/or describe some of the varied characteristics of literary texts. (LG3)
3. Demonstrate orally, in writing, or by some other means, a fundamental ability to use some of the techniques and/or methods of literary analysis. (LG 1 and LG 3)
4. Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted. (LG3)

Those SLOs labeled (LG3) relate to UNCG’s Learning Goal #3 for General Education, which says students will “Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.” (http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program)

Those SLOs labeled (LG1) relate to UNCG’s Learning Goal #1 for General Education, outlined in the guidelines for English 101.

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**Required Texts**


Various Supplemental Readings posted to Blackboard. Please read and print a copy to bring to class on days when they are assigned.

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**Class Grades and Assignments**

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>F</td>
<td>59 and below</td>
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I utilize the full range of grades, from A to F (including pluses and minuses) in keeping with UNCG grading policies (http://web.uncg.edu/reg/Bulletin/Current/AcaReg/Grading/GradingSystem.aspx). Your final course grade will be based on your individual grades for the following components that make up our work for the semester. UNCG defines an A as excellent; a B as good; a C as average; a D as lowest passing grade; and an F as failure. In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that you did poorly, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and exceeded course requirements.

**Breakdown of Grade (Overview)**
Secondary Source Article Analysis Essay: 20%
Analysis of Art/Visual: 20%
Critical Response: 20%
Quizzes/Informal Assignments: 10%
Class Participation: 10%
Final Exam: 20%

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Secondary Source Article Analysis (SLOs 1, 4): 20% of your final course grade
You will be required to write one analysis from an essay written on one of the major texts we will be reading. This will be a 800-1000 word response (3-4 pages double-spaced). You will need to succinctly summarize the major claims of the essay, highlight the essay’s strengths and weaknesses, and answer how the essay helps us understand something about the text that we might not have otherwise? Early in the semester, you will sign up for a date in which you will turn in your secondary source analysis.

As you will have thought about your chosen secondary article in an in-depth fashion, you will also be responsible for sharing your thoughts about the article with your classmates. While everyone will have read the article and is encouraged to discuss it, discussants in particular are responsible for the following:
- Coming in with questions, topics, and passages you would like to discuss.
- Making connections to ideas and questions the article raises about the primary text.

Art/Visual Text Analysis (SLOS 1-4): 20% of your final course grade
As this is a course that asks you to consider extraliterary texts, you will be asked to perform a written analysis of one visual text during the semester. This analysis will ask that you consider the larger message contained within the image, considering how the scientist is represented. You may consider aspects such as shading, color, detail, subject-matter, symbolism, and imagery. Your analysis should be 500-800 words (2-3 pages), and you should select an image/clip either from the preselected ones on Blackboard, or one of your own choosing (with approval). Responses are due the day we will be discussing that image in class.

Critical Response (SLOS 1-4): 20% of your final course grade
At the beginning of the semester, each student will sign-up to be a Discussion Leader for one primary text. On those days, the student is responsible for preparing two discussion questions about a text and leading the class conversation. On days when the student is a Discussion Leader, he or she will also prepare a 500-800 word (2-3 pgs) Critical Response paper. For this response, each student should begin with a pertinent quotation from one of the assigned texts and then follow with an analysis of the quotation that connects its importance to the work’s larger theme, structure, etc. This assignment will help you hone your literary analysis and close readings skills and help you prepare for your role as Discussion Leader. Early in the semester, you will sign up for a date in which you will turn in your critical response.

Quizzes and Informal Assignments (SLOs 1-4): 10% of your final course grade
Unannounced quizzes will be given on primary texts. These quizzes will only test basic comprehension of the text. Unannounced “text quizzes” may also occur. These quizzes are very simple. If you have your text with you, then you receive an automatic 100; if you do not have your text in class, then you receive an automatic zero. Keeping up with the readings is absolutely essential if you plan to succeed in this course. Missed quizzes cannot be made up. Informal assignments may include in class written responses and posts to Blackboard discussion boards. There are 5 posts to Blackboard, valued at 20 points each, and 5 responses to classmates, valued at 10 points each.

Participation (SLOs 1-4): 10% of your final course grade
Participation in class discussion is essential. Students should come to class prepared and ready to share ideas and ask questions. (This includes bringing your books or printed materials to class.) Each student will also serve as a Discussion Leader for two class periods (once each on a primary and secondary text), and your performance during these classes will impact your participation grade.

In order to effectively participate in class discussion, it is imperative that you read the material closely. If you haven’t already, you should learn to annotate a text, taking notes in the margins and jotting down questions and observations as you read. Critical engagement with each text is necessary in order to do well in this course.

Exams (SLOs 2, 3, and4)
Final exam, 20%. This cumulative exam will require you to identify key passages, authors, and literary terms from our readings, class notes, and discussion during the semester, as well as perform a close reading. Barring extraordinary circumstances, there will be no make-up exams.

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*It is your responsibility to know and follow the class policies. Ignorance does not equal an excuse for improper behavior.*

**Academic Integrity**

“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>.

I expect you to abide by the Academic Integrity Policy. Depending on the severity of the violation and the significance of the assignment to the final grade, penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to the student being dropped from the class or receiving expulsion from the university.

Part of your work and responsibility as a scholar is that you accept the rules and ethics of writing and documenting your outside sources. In addition to downloading a paper off of the Internet or getting someone to write one for you, plagiarism is:

* Word-for-word copying without proper acknowledgement—whether you copy a phrase, a sentence, a paragraph, or a whole paper, the source material must be introduced, in quotation marks, and documented.
* Paraphrasing without proper acknowledgement—reworded source material must be introduced and documented; again, the length of the paraphrased material doesn’t matter—you still have to cite it!
* Failing to acknowledge sources—any time you use sources, you need to identify the source material both within the essay and on a works cited page.
* Use of others' ideas or work without acknowledgement (this includes another student’s work).

When you submit work, your reputation as a writer is at stake. Do not risk your grade on an assignment or in the course by either deliberately or accidentally plagiarizing.

**Attendance Policy**

You should attend every class and be on time. Students in TR classes are allowed a maximum of three absences without a grade penalty (to be defined by the individual instructor); Students who miss six classes on a TR schedule will fail the course. Translation: 1-3 absences = no grade penalty; 4-5 absences = 5 points off your final grade for each occurrence; 6 absences = F.

I do not differentiate between excused and unexcused absences. Should a crisis arise, come talk to me or email me before you miss too many classes.

**TARDIES:** In addition, it is vital to get to class on time. If you are more than fifteen minutes late, I will record this as an absence. Persistent inability to make it to class in a timely fashion will be dealt with as though they were absences. Every four tardies is equivalent to one absence. If you miss a class, regardless of the reason, you are responsible for contacting a classmate so that you can arrange a way to get notes.

Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor at least 48 hours prior to the absence.

If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged

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medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (http://sa.uncg.edu/dean/). You can use that department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

Assigned Readings
When you are required to complete readings for homework, the expectation is that you will fully and carefully read them. Reading is essential to success in this course, and homework reading is often vital to the learning happening in class. When there is a reading from Blackboard, that essay should be printed and brought to class. Please be prepared for unassigned reading quizzes and/or “text” quizzes.

Assignment Submission
All formal essays will be submitted in typed, hard copy and are due when class begins. They should not be emailed. All formal essays should be in MLA format.

Behavior
Students with disciplinary problems tend to be few and far between at the college level; however, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class session with points deducted from his/her participation grade and an absence for the day. Types of unacceptable behavior include unauthorized use of electronic devices, sleeping, and failure to complete both in and out of class assignments, and coming to class unprepared (without printed materials or your book). Disruptive behavior can include any form of disrespectful comment or action directed toward the instructor, another student, or the subject matter under discussion for a given unit’s content focus. I reserve the right to interpret inappropriate behaviors as I see fit and address them accordingly, and it goes without saying that remaining enrolled in my class is a tacit acknowledgment of this right.

Electronic Equipment
All cell phones, smart phones, and iPods should be turned completely off and put away in your bag before class begins. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

NO LAPTOP COMPUTERS, TABLETS, OR OTHER INTERNET-ENABLED DEVICES MAY BE USED IN CLASS: Students should print out all Blackboard readings and bring these to class rather than accessing them online during class. Exceptions to this policy will only be made in cases where there is documented evidence of a learning disability or other situation where a computer is necessary. In these cases, you must consult with the instructor and provide appropriate documentation.

Email Policy
Email is the best way to reach me. You can reasonably expect responses from me within twenty-four hours, excluding weekends and university holidays. It is good practice to treat email as a writing situation that reflects on you as an individual. Use appropriate language and etiquette: present yourself professionally. This doesn’t mean emails have to be long and elaborate, but they should be moderately professional forms of communication with your instructor.

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Late Work
I do not give credit for late work. I do accept early work; if you know you are going to miss a class, turn in your work before it is due. Computer problems do not qualify as cause for extra time. If your personal computer gives you trouble, leave time to work in one of the computer labs around campus.

MLA Citation and Format
I expect you to responsibly cite all material you use in your work. (See “Academic Integrity.”) Both in-text citations and references must be in MLA format. Purdue University’s OWL is an excellent resource for learning how to properly cite sources. I also expect you to use MLA formatting for all papers. Please see Blackboard for examples of proper formatting.

The Office of Accessibility Services
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources & Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: oars@uncg.edu.

The Writing Center
This free service exists solely to help you become a better writer. The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. You can take papers at any stage of completion to the center for a one-on-one consultation. The center is located in MHRA 3211. No appointment is necessary. It is also worthwhile to note that you can take advantage of the Online Writing Center to work with a consultant on work that is a maximum of five pages in length. You can access this service by using Meebo Chat on the Writing Center’s website or by messaging uncgaskthewc@gmail.com through your iSpartan account.

Tentative Course Schedule
I may alter this schedule if necessary; I will inform you of any changes in class. Check the schedule regularly to keep up with readings and assignments, as I may not always mention them in class. Readings must be completed by the date on the syllabus. Assignments are due on the day of class, by the time you arrive to class. Blackboard postings and any other homework assignments are due by the time class begins.

BB = PDF on Blackboard

**Week 1: Introductions**
- **T – 8/19**
  - Intro to Course
  - Review syllabus
- **R – 8/21**
  - Episode 1 of Extant
- **F – 8/22**
  - Last day to drop for tuition and fees refund

**Week 2: Laying Groundwork**
- **T – 8/26**
  - BB: Gunn, James. “Toward a Definition of Science Fiction.”
  - BB: Analysis of Visual Medium Assignment Sheet
- **R – 8/28**
  - BB: Article Analysis Assignment Sheet
  - BB: Critical Response Assignment Sheet

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Week 3: The Renaissance Knowledge Seeker
T – 9/2  BB: Renaissance Images of the Scientist
       BB: Practice with Visual Analysis
       Understanding Seventeenth Century “Science”
R – 9/4  Excerpts from Doctor Faustus
       Act 1 – Scenes one and three
       Act 2 – Scene one
       Act 4 – Chorus
       Act 5 – Scene two

Week 4: Changes in Thinking
T – 9/9  BB: Post practice Critical Response to Faustus
       BB: Secondary Criticism - Charles G. Masinton: “Faustus and the Failure of Renaissance Man”
R – 9/11 The Royal Society
       BB: Butler - The Elephant and the Moon

Week 5: The Satirized Scientist
T – 9/16 Understanding Eighteenth Century “Science”
     BB: Artistic Representations of the Scientist – view all images. Post a 150 word analysis on Blackboard Discussion Board and respond to at least one classmate. Analysis is not required for those writing their formal analysis.
     BB: Finch - Democritus

Week 6: The Satirized Scientist
T – 9/23 Jonathan Swift, Gulliver’s Travels, Part III: Chapters 2-11

Week 7: The Mad Scientist
T – 9/30 BB: William Blake “Mock on, Mock on, Voltaire, Rousseau”
     BB: Images of Mad Scientists - Post a 150 word analysis on Blackboard Discussion Board and respond to at least one classmate. Analysis is not required for those writing their formal analysis.
     Nineteenth Century Scientists
R – 10/2 Frankenstein

Week 8: The Mad Scientist
T – 10/7 Frankenstein
R – 10/9 BB: Images of Frankenstein - Post a 150 word analysis on Blackboard Discussion Board and respond to at least one classmate. Analysis is not required for those writing their formal analysis.
     BB: Secondary Criticism – “Frankenstein and Romantic Science”

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Week 9: The Mad Scientist
T – 10/14   No Class: Fall Break
R – 10/16   The Island of Dr. Moreau

Week 10: The Mad Scientist
T – 10/21   The Island of Dr. Moreau
R – 10/23   The Island of Dr. Moreau
BB: Secondary Criticism – “The Future Will Have Been Animal”

Week 11: The Posthuman
T – 10/28   BB: Recent Images of Scientists - Post a 150 word analysis on Blackboard Discussion Board and respond to at least one classmate. Analysis is not required for those writing their formal analysis.
          BB: “Robot Dreams”
R – 10/30   Film: Bladerunner

Week 12: The Scientist and the Corporation
T – 11/4    Film: Bladerunner
          BB: Secondary Criticism – The “Monster” Reconsidered
R – 11/6    Oryx and Crake

Week 13: The Scientist and the Corporation
T – 11/11   Oryx and Crake
R – 11/13   Oryx and Crake
          BB: Secondary Criticism – “It’s Game Over Forever”

Week 14: The Female Scientist
T – 11/18   Film: Splice - Post a 150 word analysis on Blackboard Discussion Board and respond to at least one classmate. Analysis is not required for those writing their formal analysis.
T – 11/20   Film: Splice
          BB: Secondary Criticism – “A Postmodern Prometheus”

Week 15: Wrapping Up
T – 11/25   Course Evaluations
          Drawing Conclusions
R – 11/27   No Class: Thanksgiving

Week 16
T – 12/2    No Class: Reading Day
R – 12/4    Final Exam 12:00-3:00

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