

Term Information

Effective Term Autumn 2023

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3350
Course Title Time & Space Travel in Science Fiction
Transcript Abbreviation SFTravel
Course Description This course will focus on a classic trope in science fiction: traveling to imaginary lands and times. Travel has allowed writers to reimagine human relationships to lived environments by inviting comparisons between the past and present, between the here and there.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of GE Foundation Writing and Information Literacy course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.1499
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

Course Details

Course goals or learning objectives/outcomes

- The course course will provide students an advanced study of science fiction with an emphasis on travel, temporality, and lived environments.

Content Topic List

- Science Fiction
 - Travel
 - Historical comparison
 - Environmental change
 - Human interaction with environment
 - Social change
 - Utopianism/Dystopianism

Sought Concurrence

No

Attachments

- Curriculum Map September2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- TimeTravelGEForm.pdf: GEN Theme form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- TimeTravelSyllabusRevised.docx: Revised Syllabus (1/2023)
(Syllabus. Owner: Hewitt, Elizabeth A)
- Cover Letter.docx: Cover Letter
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- The TimeTravel GE Form file is corrupted or in a format we can't download. Could you try to upload it again?
Please see feedback email sent 01-13-23 RLS *(by Steele, Rachel Lea on 01/13/2023 01:48 PM)*
- It would appear that rather than uploading the curriculum map, the advising sheets were uploaded. Please upload the updated curriculum map for the BA English. *(by Vankeerbergen, Bernadette Chantal on 09/08/2022 11:44 AM)*

COURSE REQUEST
3350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/19/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	06/08/2022 11:55 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	06/08/2022 11:55 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/20/2022 08:15 AM	College Approval
Submitted	Hewitt, Elizabeth A	07/20/2022 12:05 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/06/2022 10:09 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/08/2022 11:44 AM	College Approval
Submitted	Hewitt, Elizabeth A	09/09/2022 11:39 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/09/2022 11:39 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/20/2022 12:13 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/12/2022 10:08 AM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	11/09/2022 03:06 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	11/09/2022 03:06 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/09/2022 03:24 PM	College Approval
Revision Requested	Steele, Rachel Lea	01/13/2023 01:48 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	01/19/2023 12:01 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/19/2023 12:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/19/2023 01:43 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/19/2023 01:43 PM	ASCCAO Approval

January 19, 2023

Dear ASC Curriculum Theme Panel Committee,

Many thanks for your review of our proposed course, English 3350: Time & Space Travel in Science Fiction. We have made all the changes.

- 1) We have provided a paragraph list following the GEN Goals and ELOs that outline how the class will meet the goals and ELOs. I have highlighted this on the syllabus so you can find it more easily.
- 2) We have removed references to online meetings.
- 3) We have removed language to a “standard grading scale.”

We appreciate your careful attention to the proposed class and all your labor for the GEN.

Sincerely,

Elizabeth Hewitt
Director of Undergraduate Studies
Department of English

SYLLABUS: ENGLISH 3350; 3 credit hours

Time & Space Travel in Science Fiction



Autumn Semester 20xx

Tuesday, Thursday 4.10pm-5.30pm, Mendenhall Lab 175

Instructor: Clare Simmons. Office: Denney 571; e-mail simmons.9@osu.edu.

Office hours: Tuesday and Thursday 11.30am-12.30pm and by appointment in Denney 571; most Tuesdays and Thursdays I am also available before class.

ABOUT THIS COURSE: Traveling to different lands and times has been a classic trope in science fiction before the term “science fiction” even existed, because it has allowed writers to reimagine our relationships to our lived environments by inviting comparisons to imaginary lands and imaginary times. In this class, we will read literature that invites such comparison thereby allowing us to ask two critical questions. 1) How can this imaginative literature allow us to see our own world—the management of resources and the various arrangements of human life in relationship to the Earth—in an entirely new ways? 2) How can this literature inspire future projects and visions of alternative (and better) ways for humans to interact with their lived environments?

GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES

As part of the Lived Environments Theme of the General Education curriculum, this course is designed for the following:

General Expectations for All Themes	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to: 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
Theme: Lived Environments	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.	Successful students are able to: 1.1 Engage with the complexity and uncertainty of human-environment interactions.
	1.2 Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
	2.2 Describe how humans perceive and represent the environments with which they interact.
	2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

To be successful in this course, you should show that you have met the following goals:

THEME GOAL ONE: Students will engage in literary analysis (textual citation, close reading, historical contextualization, etc.) in written essays and journal responses that ask advanced questions about how imaginative literature offers social critique and posits social change.

THEME GOAL TWO: Students make connections between the course reading and their own experiences and interdisciplinary work across the humanities, natural sciences, and social sciences.

LIVED ENVIRONMENTS GOAL ONE: Students will analyze literature across media, studying each work in its historical context and with particular attention to the perspectives seen in the representation of environments in the past, in real or parallel presents, and in the imagined future. To explore varying perspectives, they will be given the assignment of imagining a future society or a past society where history played out differently.

LIVED ENVIRONMENTS GOAL TWO: Students will compare and contrast 1) the lived environments represented in the literature we read/watch; 2) the lived environments of the authors that created the works; and 3) the lived environments of our contemporary world and their own experience.

REQUIRED TEXTS (ordered through the University Barnes and Noble):

H.G. Wells, *The Time Machine*, Ed. Stephen Arata (Norton). ISBN978-0-393-92794-8

Octavia E. Butler, *Kindred* (Beacon). ISBN 978-0-8070-8369-7

Safia Elhillo, *Home is not a country* (Make Me a World) ISBN 978-0-593-17705-1

Please obtain this edition of *The Time Machine* since we will be making use of some of the supplementary material in the book. Other readings are posted to Carmen. Please make sure you have access to the relevant day's readings during class sessions.

OUTLINE OF COURSE

Tuesday August 24: Introduction

PART 1: TRAVEL PROBLEMS

Thursday August 26: Read Ray Bradbury, "A Sound of Thunder," on Carmen.

Tuesday August 31: Selections from Charles Dickens, *A Christmas Carol*, on Carmen.

Thursday September 2: Selections from Mark Twain, *A Connecticut Yankee in King Arthur's Court*, on Carmen.

PART 2: SLEEPING INTO THE FUTURE

Tuesday September 7: Washington Irving, "Rip Van Winkle," on Carmen

Thursday September 9: Lydia Maria Child, "Hilda Silfverling," on Carmen

Tuesday September 14: Edward Bellamy, *Looking Backward* selections on Carmen; please read the first 8 chapters (pp. 1-40).

Thursday September 16: Edward Bellamy, *Looking Backward* selections; please read the remaining selections (pp. 40-91).

Tuesday September 21: William Morris, "News from Nowhere" selections, on Carmen; please read up to the end of chapter VIII (pp. 1-33)

Thursday September 23: William Morris, "News from Nowhere"; please read the remaining selections (pp. 33-69), on Carmen.

Tuesday September 28: H.G. Wells, *When the Sleeper Wakes*, selections on Carmen; please read chapters 1-9 (pp. 1-40).

Thursday September 30: H.G. Wells, *When the Sleeper Wakes*; please read the remaining selections (pp.40-77).

Tuesday October 5: Imagined World project class presentations

Thursday October 7: Imagined World project class presentations

PART 3: TIME- SPACE TRAVEL AND IDENTITY

Tuesday October 12: Octavia Butler, *Kindred*; please read pp.9-74

Thursday October 14: Autumn Break

Tuesday October 19: Octavia Butler, *Kindred*; please read pp. 74-174

Thursday October 21: Octavia Butler, *Kindred*; please finish the novel

Tuesday October 26 : Safia Elhillo, *Home is not a country*; please read Part 1, pp. 3-81

Thursday October 28: Safia Elhillo, *Home is not a country*; please finish the book.

PART 4: TIME MACHINES!

Tuesday November 2: Introduction to Time Machines; selection from Harold Steele MacKaye, *The Panchronicon*, on Carmen.

Thursday November 4: H.G. Wells, *The Time Machine*; please read the story, pp. 3-71.

Tuesday November 9: *The Time Machine* movie.

Essay due on Carmen by 11.59pm

Thursday November 11: Veterans' Day; no class

Tuesday November 16: *The Time Machine*; please read critical essays on scientific and social contexts, pp. 157-73; Israel Zangwill, "Paradoxes of Time Travel," in *The Time Machine* book pp. 184-87; and Elaine Showalter's essay, pp. 213-21.

Thursday November 18: *Dr. Who*; browse the site <https://thedoctorwhosite.co.uk/doctorwho/information-about-doctor-who/>

Tuesday November 23 (In person): Video: "Dr. Who: A Christmas Carol"

Wednesday November 24: Thanksgiving; no class

Thursday November 25: Thanksgiving; no class

Tuesday November 30: Poster Display day

Thursday December 2: Time machine movie to be decided by the will of the group

Tuesday December 7 (In person): Last day of class; conclusions?

Wednesday December 15: Final Exam due by 11.59pm; See "Assignments" and Carmen for guidelines. If you wish to submit earlier, that's fine by me!

COURSE REQUIREMENTS

The main requirements for this course are one paper, a research poster, a collaborative project, and quizzes and a final exam in similar format to the quizzes. **We will discuss these in class nearer the due dates; you can also find additional information on Carmen.**

Essay: The essay must be on a work we have read for class. **Choose one of the following topics and write a 1,000-1,500 word essay showing your own thoughts about one or two of the works that we have read so far. Your essay should have a thesis (the big point you are arguing) supported by evidence from the text. It must include at least some direct quotation from the text, and show how you respond to the environments imagined in the work. If you use any outside sources—you are not required to do so—**

please include a Works Cited page and ensure that all references to the work of others are fully documented.

Option 1: Compare and contrast specific aspects of the future worlds imagined in two of the texts we have read. (Note: I'm encouraging you here to focus on some of the ideas about the future world, rather than trying to cover everything.) Would you describe these aspects as utopian? Dystopian? A mixture of the two? And do you think the author of the work would agree with your reading of the text?

Option 2: Through the use of specific examples from the text, discuss the representation of gender, race, or economic relations in one, or at the most two, of the works that we have read so far. Even when imagining past or future, can authors escape from the cultural assumptions of their own time and culture?

Research Poster: I am asking everyone to create a poster display serving as an introduction to a work we have *not* read or viewed for class. You have probably seen many movies and television shows involving time travel; and/or you may have read books or graphic novels about traveling through time. In this course we couldn't sample them all—so this is your opportunity to become an expert on a work not studied for this class. Choose a work, and make a poster presentation (or laptop slide if you prefer) that does the following:

- a) Gives identifying information about the work (for example, writer, publication date, movie date)
- b) Includes a clear summary of the story (150-250 words approx.), explaining how it represents an environment.
- c) Includes something visual that will attract viewers' interest
- d) Tells others in at least 100 words why you are attracted or repelled by its representation of a specific environment.
- e) Includes bibliographical references to at least two outside sources.

Imagined World (group project): I am asking everyone to create an "imagined world"—either what they think the future will be like, or a past that has been messed up by time travel! I'd encourage you to do this in groups (maximum 5 people per group) but if you prefer to work alone, that's fine too. Then create a presentation of up to ten minutes to explain your concept to the class that includes both text and something visual, explaining clearly what kind of environment you imagine, and making it clear whether you regard it as an improvement on our world, or decidedly worse. You can do this through a slide presentation if you wish, but you are welcome to think of other ways to do this—maybe a map or model, a video, or even acting.

Quizzes/Exams: There will be no in-person exams for this course; I will post quizzes and exams to Carmen and you can complete them in your own time. They are designed not only to test your reading knowledge but also to give you scope to express your own thoughts about the environments represented in the texts. In most instances I will provide a passage from readings discussed in class, then ask you specific questions that ask you to demonstrate your knowledge of how poetry works. The questions will also give you an opportunity to express your own opinions on how the environment is imagined. The final exam will ask you to combine a reading response and a short essay that makes comparisons between worlds represented in the course.

You are welcome to make use of the texts, your notes, and my PowerPoints in completing your responses.

Careful reading in advance, regular attendance, and active participation are required to ensure that we have good class discussions. It is my intention to make a note of who attends and who does not, whether we meet in person or online. I am making the attendance policy more generous than usual in the current circumstances, but more than 4 absences will affect your participation grade, and anyone who is absent more than 8 times without notifying me will receive a fail *for the course*. Please try not to be late: missing more than 10 minutes of a class counts as half an absence. If you know you must miss a class, please let me know in advance; after-the-fact absences require documentation such as a doctor's note. Conversely, if I have to miss a class unexpectedly (I haven't done this in 30 years, but there could always be a first time), I'll send you an e-mail as early as I can.

CURRENT EMERGENCY

~~I am hoping that by the time this class begins we will all be vaccinated and physically able to attend the in-person class sessions. Nevertheless, everyone in the class should obey local and Ohio State-specific mandates regarding mask wearing and social distancing. If you are feeling unwell, please do not come to class; I will provide a Zoom link if necessary.~~

GRADING

Essay: 20% (200 points)

Research poster: 20% (200 points)

Imagined World: 10% (100 points)

Quizzes: 20% (200 points)

Final: 20% (200 points)

Attendance and Participation: 10% (100 points)

The course will be scored out of 1000 points, so each percent is worth 10 points. The grading scale, listed below, should give a sense of how letter grades correspond to percentage grades in this course.

93-100: A 90-92.9: A- 87-89.9: B+ 83-86.9: B 80-82.9: B- 77-79.9: C+

73-76.9: C 70-72.9: C- 67-69.9: D+ 60-66.9: D Below 60: E

PLAGIARISM AND ACADEMIC MISCONDUCT

Plagiarism is the unauthorized use of the words or ideas of another person by presenting them as one's own. You are not required to use secondary sources for your journal and portfolio; if you choose to do any research done for the assignments in this course, any words and ideas that you use must be properly documented. Committing plagiarism constitutes a serious offense that could result in a failing grade on the assignment or in the course or (depending on the circumstances) even suspension or dismissal from Ohio State.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability statement

The University strives to make all learning experiences as accessible as possible. ~~In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.~~ If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Title IX:

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim

measures, provide support resources, and explain investigation options, including referral to confidential resources.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Further Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Finally:

If you have any questions or concerns, do let me know. I'm looking forward to having you in this class.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

