

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: LTWR 206		Course Title: Fantastic Journeys and Other Worlds	
Number of Units: 3 _____			
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Rebecca Lush		Email: rlush@csusm.edu	Submission Date:

1. Course Catalog Description: Explores the theme of the journey in world literature. Examines the powerful metaphors of travel, quest, passage, voyaging, pilgrimage, exile, homelessness, homecoming, wandering, and sojourning as they have played out in both classics and selected modern works. The works offer a variety of types of literary and cultural texts and a variety of literary styles and cultural strategies. Incorporates activities and materials such as texts, films, music, lectures, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Rebecca Lush 2/8/2014

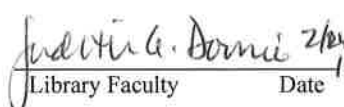
Course Proposer _____ Date

Salah Moukhlis 2/8/2014

Department Chair _____ date

Please note that the department will be required to report assessment data to the GEC annually.

DC Initial

	Support <input checked="" type="checkbox"/>	Do not support* <input type="checkbox"/>	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
Library Faculty _____	Date 2/8/14		Impacted Discipline Chair _____	Date
	Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
Impacted Discipline Chair _____	Date		GEC Chair _____	Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

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Course Coordinator: Phone: Email:

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Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.</p>	<p>Lecture, in-class activities and discussions, assigned reading or viewing.</p> <p>This course addresses the themes of “journeys” and “travels” and how these topics inform questions of the human experience related to identity and other diverse aspects of human experience. Class discussions and assignments will consider how literary tropes associated with travel inform constructions of human diversity including but not limited to race, gender, class, ability, and sexuality.</p> <p>Assigned reading material will include a range of texts that reflect diverse representations and engagements with issues related to the human experience. For example assigned reading might include African American author Octavia Butler’s science fiction works that address issues such as gender inequity and racism.</p>	<p>Ancillary in-class assignments, exams, and/or formal papers</p> <p>Students write an interpretation/literary analysis paper with an identifiable theoretical perspective that explores diverse issues relating to race, gender, class, and/or ability.</p> <p>Midterm and final exam short answer and essay questions asking students to identify, explain, and then interpret <i>how</i> passages from literary works and/or individual writers use “journeys” to discuss diverse aspects of the human experience. For example, how do fantasy works present gendered assumptions about the form of journeys for male or female characters in literature.</p>
<p>C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.</p>	<p>Lecture, in-class activities and discussions, assigned reading or viewing.</p> <p>Cultural studies method and values of the LTWR dept ensure that students will have to contextualize literature in relation to the social world. Texts of the class introduce students to humanities traditions where students will assess how assigned texts reflect diverse approaches to explaining and representing the human condition.</p>	<p>Ancillary in-class assignments, exams, and/or formal papers</p> <p>Students write an interpretation/literary analysis paper with an identifiable theoretical perspective, which addresses these issues.</p> <p>Midterm and final exam short answer and essay question asking students to identify, explain, and then interpret <i>how</i> passages from literary works and/or individual writers represent social, political, economic, and/or environmental influences on the human</p>

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<p>C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.</p>	<p>Lecture, in-class activities and discussions, assigned reading or viewing.</p> <p>The literature itself presents multiple perspectives, represents various literary, aesthetic, and theoretical traditions generating from diverse cultural perspectives. Assigned readings could include works by authors that represent a diverse range of backgrounds and life experiences (for examples, readings come from African American, Native American, and LGBT authors) and as such, the lens, through which students read, discuss, interpret, and analyze, are also diverse.</p> <p>Students will be introduced to relevant theoretical, critical, or analytical perspectives, for example theories of the monomyth or the Female Hero's Journey. Students will read literary criticism and theory specific to speculative fiction traditions that address issues of diversity including LeGuin's essay "SF and the Question of the Other" and Haraway's "Cyborg Manifesto" among other theoretical essays that interpret diverse aspects of human life through gender, race, class, sexuality, and ability.</p>	<p>condition (a close reading)</p> <p>Ancillary in-class assignments, exams, and/or formal papers Students will apply theoretical approaches to in-class debates on the material (i.e. how do fantasy works both challenge and reinforce Orientalist discourses about outside cultures) and through interpretation/literary analysis papers with an identifiable theoretical perspective.</p> <p>Midterm and final exam essay questions may ask students to apply humanities based critical theories to the assigned literature to interpret how speculative literature represents diverse cultures and peoples. For example, applying how the "carrier bag" theory of science fiction enables students to discuss specifically gendered issues in imaginative literature.</p>
<p>C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]</p>	<p>Assigned reading and class lectures introduce students to the various theoretical approaches of literary analysis and those that apply specifically to literature about journeys which may include but are not limited to feminist, deconstruction, performance, critical race, reader response, and/or queer theories. Students will also learn how genres, sub-genres, and literary canons are defined and theorized.</p>	<p>Midterm and final exam short answer and essay questions asking students to define theoretical principles of literary theories relevant for the course material.</p> <p>Students will identify and define specific literature genres (i.e. speculative fiction, horror, science fiction, etc.) on exams and be able to demonstrate how these</p>

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	In-class activities involve summarizing and explaining main points of each theoretical approach and then applying it to the literature.	distinct genres are uniquely theorized.
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	Students will be required to use the humanities specific method of close reading to assess how the assigned literature is reflective of cultural formations such as literary canons and how canons reform and expand as a historical re-conceptualization.	Midterm and final exam short answer and essay questions asking students to define theoretical principles of literary theories relevant for the course material and to identify factors of canon formation. Students will produce an interpretation/literary analysis paper with an identifiable theoretical perspective.
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	Students will participate in a variety of creative activities to reinforce the theoretical aspects of the assigned material and be better able to articulate how a work of literature is constructed. For example, students will engage in group creative writing activities where they write their own science fiction story. Or students may work collaboratively to create illustrations/maps of the assigned reading material. Students will also perform dramatic adaptations of the assigned literature to demonstrate facility with the material and speak to the importance of format and audience.	Creative in-class activities as described in column to the left.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Formal paper assignments, creative writing exercises, exam essays Class discussions will require students to analyze the language choices and styles of authors. Creative exercises will allow students to practice writing for non-academic audiences. Formal papers and essays require students to produce polished prose for	Formal paper assignments, creative writing exercises, exam essays Students write interpretation/literary analysis papers following the conventions of an academic research paper for an academic audience.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C2: Humanities

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	an academic audiences.	
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students read and respond to a range of texts that reflect diverse subjects. Students will engage with complex reading or viewing that may require them to assess issues including but not limited to class, gender, race, and/or disability. Students will close read (i.e. analyze language) assigned texts and situate texts within theoretical and social debates. In-class debates will foster critical thinking about the multiple theoretical approaches to assigned material	In-class exercises including written work, group work, and/or debates. Formal paper assignments and quizzes/tests/exams
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students locate scholarly discussions of assigned material, read and assess the scholarship, and apply it to the assigned reading or viewing. Library instruction will help student identify peer-reviewed journals that publish work on speculative fiction specifically.	In-class exercises and formal written assignments that require research.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Assigned reading and viewing incorporates works by authors from diverse experiences and diverse perspective. Lecture, class discussions, and paper assignments require students to engage with a range of diverse social issues including but not limited to race, class, nationality, gender, sexuality, and/or disability. Awareness of literary canon formation necessitates that students have awareness of historical and cultural biases and issues of agency. Students identify and analyze the social and cultural purposes of assigned literature.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The course theme of “journeys” and “other worlds” will require students to engage with the issues of a peoples’ location in a variety of

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	settings and questions of identity and belonging. These course themes can raise questions about the inclusion or exclusion of individuals and groups from a range of institutions at the local, nation, and global level and how “journeys” can lead to discussions of colonization, diaspora, and/or migration.
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Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Formal written assignments, essays on exams, in-class writing activities that can be analytical and/or creative
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Students receive in class instruction on MLA citation conventions. Students will have in-class practice with humanities specific writing and analytical methods. Assignment sheets will include detailed information about discipline specific requirements and citation requirements. Students may have the opportunity to work on discipline specific writing through in-class draft workshop activities.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Students will practice discipline specific methods of interpretation and analysis through in-class exercises that challenge them to think critically about the assigned material, for example through guided discussion questions or through class debates. Students will be introduced to relevant theoretical concepts and discipline-specific scholarship in class to apply to the assigned material.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will be introduced to the academic resources available through the CSUSM library and its database subscriptions, the SD Circuit, and ILL. Students will receive instruction in identifying discipline relevant resources. When possible, class will have a scheduled instruction day with the library.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will be assessed through a range of assignments that may include but are not limited to: formal written papers, exams, in-class exercises (both individual student work and group work), creative work, and/or presentations.

LTWR 206 Section 01**Fantastic Journey and Other Worlds: Fantasy and Science Fiction Literatures
Fall 2013****Rebecca Lush****MW 10:00-11:15 a.m.****Markstein 308**

Dr. Rebecca Lush

Office: 126L Markstein Hall

Office hours: MW 11:30-12:30

Email: rlush@csusm.edu

Office phone: 760-750-8004

Catalog Description

Explores the theme of the journey in world literature. Examines the powerful metaphors of travel, quest, passage, voyaging, pilgrimage, exile, homelessness, homecoming, wandering, and sojourning as they have played out in both classics and selected modern works. The works offer a variety of types of literary and cultural texts and a variety of literary styles and cultural strategies. Incorporates activities and materials such as texts, films, music, lectures, multimedia presentations and applications, field trips, and guest speakers. Stresses critical thinking, reading, and writing as well as cooperative, interactive, and technological learning.

Course Description

This course will provide an overview of a selection of fantasy and science fiction works. The imaginative literatures of fantasy and science fiction have long been enjoyed by reading and viewing audiences alike, but these genres also allow authors, artists, and filmmakers to provide social commentary and critique about the world and communities we inhabit. An exciting story about travel to unknown planets oftentimes helps readers or audiences reflect on our past and current earthly human experiences. Journeys and other worlds function as metaphors that address a range of issues including identity, home, and community.

All the texts and films for this class center in some way on a “journey;” sometimes these journeys are quite literal as characters travel across the earth and outer space, at other times these journeys are metaphors of personal development. In some cases you will be reading and watching stories about personal journeys occurring as a result of travel which raises the question, how does location define a character and how does a character define his or her location? Assigned texts will include novels, short stories, film, and television, including the popular *Doctor Who* and *Game of Thrones* series. Additional readings will provide the opportunity to consider how authors from a range of backgrounds and experiences imagine science fiction and fantasy worlds and how these authors engage with common science fiction and fantasy conventions while also reflecting their own cultures and communities.

Required Texts for Purchase (other readings will be available via Cougar Courses)*:

1. Neil Gaiman, *Stardust*, ISBN 9780380804559
2. George R. R. Martin, *A Game of Thrones*, ISBN 9780553573404
3. Philip K. Dick, *Do Androids Dream of Electric Sheep?*, ISBN 9780345404473
4. *Doctor Who: The Forgotten*, ISBN 9781613775592

***special note on text books:**

Students must bring assigned readings for the day with them to class.

Course Objectives:

All students will:

1. Refine their close readings of literary texts.
2. Learn terminology and concepts specific to the study of fantasy and science fiction.
3. Learn about the formation of the fantasy and science fiction literary canons.
4. Contextualize fantasy and science fiction literatures within its time and place of production.
5. Produce close readings informed by literary criticism passages assigned in-class and by various historical contexts.
6. Assess and consider the social and cultural functions of fantasy and science fiction literatures.

Through class discussion, online activities, and formal paper assignments students will demonstrate knowledge of literary traditions and provide close-readings of literary passages and films.

Student Learning Outcomes:

Students will learn to:

1. Recognize the history of the fantasy and science fiction literatures.
2. Critically analyze literary texts.
3. Apply historical and theoretical concepts to literature.
4. Demonstrate clear and critical writing skills.
5. Distinguish fantasy and science fiction literatures from other literary canons.
6. Assess the rhetorical, social, and political purposes of texts.
7. Recognize the multicultural complexity of speculative literatures.
8. Appreciate the diversity of literary forms and genres as well as the cultural diversity and purposes of speculative literature.

General Education Learning Outcomes:

Students will complete the following GEC outcomes as required of all C2 courses:

C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.

C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.

C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

Grade Requirements:

Grade requirements include 2 formal papers of about 5 pages in length (detailed assignment sheets will be provided which will detail research requirements and topics), midterm exam, final exam, and in-class participation (including active discussion and in-class writing assignments including quizzes).

Participation*	10%
Paper #1	10%
Midterm Exam	25%
Paper #2	15%
Storyboard	10%
Final Exam	30%

*participation includes quizzes, in-class writing assignments, in-class contributions to discussions, and participation in message boards online.

Detailed assignment sheets will be distributed for all assignments.

University Writing Requirement: The campus has a university writing requirement that specifies students must write at least 2,500 words. Students will meet this requirement through two formal papers, a written storyboard analysis, exam essays, and in-class writing assignments that may comprise both creative and analytical writing.

Grading policies: Papers will be graded for content, clarity, and writing quality. Students will have the opportunity to submit drafts so I can comment on and suggest improvements to a paper prior to its due date. To receive draft comments students **must** submit drafts on the days indicated and submit hard copies of the work. If a student receives comments during the draft stage, the draft **must** be handed in with the final version of the paper. **Please note: I only provide detailed feedback on papers during the draft stage.** Comments from instructors inform students on how to improve their ideas, arguments, and writing style, thus are part of the learning process during the writing and research stages. **If you elect to not submit a draft during the specified period, you will only receive a letter grade with an end comment on your paper. I strongly urge all students to submit drafts for feedback to produce the highest quality paper possible.**

Late Paper Policy: Late work will be marked down one letter grade for each class day it is late. **Late work will not be accepted after 3 class periods.**

Course Policies:

Email policies:

I usually respond to email within 24 hours Monday through Friday. If you have not received a reply to your message within 48 hours please resend to make sure I have received your inquiry. Remember to sign your name and course number to your email messages.

Academic Honesty:

The university takes seriously issues of academic honesty. For details on what constitutes plagiarism and other instances of academic misconduct please visit:

http://www.csusm.edu/policies/active/documents/academic_honesty.html

Suspected plagiarism will be forwarded to the Office of the Dean of Students in accordance with mandatory university policy and a zero will be given for the assignment. Students must acknowledge the ideas of others through appropriate academic citation. Since this is a literature course students must adhere to MLA documentation style. Plagiarism includes copying the words and ideas of others without giving credit to the original author. Direct statements from research must be quoted and cited. Paraphrased ideas of others must also be cited. Failure to cite quotations, paraphrase, and other research will result in a zero.

Special needs: If you have a registered disability and wish to discuss accommodations, let me know within the first two weeks of class. Disabilities can be registered through the Office of Disabled Student Services. DSS is located in Craven Hall 5205 and can be reached at (760) 750-4905 or (760) 750-4909 (TTY). Please note that any disabilities must be registered through the Office of Disabled Student Services before any accommodations can be granted. If you have an accommodation or have questions about accommodations please meet with me during my office hours to ensure confidentiality of all medical information.

Religious Observance Absences: Inform me of any intended absences for the session in the first two weeks of class.

Medical Absences: It is your responsibility to contact me and to present proper documentation when you return to class and to make up any missing work within one week of your return.

Class Conduct: In accordance with the campus Civility Statement, all students should conduct themselves "with care, respect, and empathy while acknowledging the culture and humanity of others." Class discussions are meant to be intellectually engaging and challenging, which may mean a variety of perspectives and opinions will be heard. Conversation is encouraged but please remember to pose criticisms and questions in a respectful manner.

Other policies: Laptops may be used for note-taking but should not be used for social networks, email, or any other use not related to the course. Cell phones should be silenced and put away. No texting in class. You *must* bring a copy of the text assigned with you to each class meeting.

Reading Schedule:

***please note that assignment dates may be subject to changes as announced throughout the semester**

CC = Cougar Course

Mon 08/26 Introduction to the class—What is fantasy and science fiction?

Weds 08/28 *Labyrinth* (view film on CC before class)

Mon 09/02 LABOR DAY! Campus Closed. No Class Meeting

Weds 09/04 Gaiman, *Stardust* (1-93)

**Graphic Novel buffs may want to check out the Charles Vess illustrated version of Gaiman's novel.

Mon 09/09 Gaiman, *Stardust* (94-181)

Weds 09/11 Gaiman, *Stardust* (183-263)

Mon 09/16 Gaiman, *Stardust* (265-333)

Weds 09/18 Martin, *Game of Thrones*, Daenerys chapters (28-38, 99-108, 226-236, 385-395, 489-500)

Recommended Special Event: Reading by **Stephen Graham Jones**, Blackfeet novelist working in horror and science fiction genres. Clarke Field House Grand Salon, Thursday September 19 7:00-8:00 pm. Admission is free. You will be reading his sci-fi Lone Ranger and Tonto story for 10/28 class meeting. Read it in advance of event if you can to get more out of the reading and Q/A. **Extra Credit opportunity!**

Mon 09/23 Martin, *Game of Thrones*, Daenerys chapters (583-594, 665-674, 702-715, 751-761, 798-807)

Weds 09/25 Martin, *Game of Thrones*, Prologue, One Bran chapter, and Jon chapters (1-11, 13-21, 49-57, 93-98, 176-189)

Mon 09/30 Martin, *Game of Thrones*, Jon chapters (259-271, 444-451, 515-522, 552-567, 652-664, 772-784)

Weds 10/02 HBO, *Game of Thrones* Season 1 episodes 1, 2, and 3 (watch on CC before class) ***GofT* contains violence, nudity, and profanity. Be sensible about the best place and time to complete required viewing, particularly if you work at an office that has strict web content policies** **DRAFT OF PAPER 1 DUE IF YOU WANT TO RECEIVE COMMENTS**

Mon 10/07 HBO, *Game of Thrones* Season 1 episodes 4, 5, and 6 (watch on CC before class) ****GofT** contains violence, nudity, and profanity. Be sensible about the best place and time to complete required viewing, particularly if you work at an office that has strict web content policies**

Weds 10/09 *Game of Thrones* in class debate day!

Mon 10/14 Review for Midterm

Weds 10/16 MIDTERM EXAM

Mon 10/21 McCaffrey “The Ship Who Sang” on CC

Weds 10/23 Butler “Bloodchild” on CC

Mon 10/28 Jones excerpt from *The Bird Is Gone* on CC **PAPER #1 DUE**

Weds 10/30 *Ghostbusters!* In Class lecture and film

Mon 11/04 Dick, *Androids* (3-83)

Weds 11/06 Dick, *Androids* (84-165)

Mon 11/11 Veteran’s Day CAMPUS CLOSED. No class meeting.

Weds 11/13 Dick, *Androids* (166-244) **DRAFT OF PAPER 2 DUE IF YOU WANT COMMENTS**

Mon 11/18 *Bladerunner* (2007 Final Cut version), (watch on CC before class) ****contains violence and nudity. Be sensible about the best place and time to complete required viewing, particularly if you work at an office that has strict web content policies****

Weds 11/20 *Doctor Who* Season 1 episode “Rose,”(watch on CC before class) in class “The Aztecs” ****begin reading *Doctor Who: The Forgotten* graphic novel**

Mon 11/25 *Doctor Who* Season 3 episode “Blink,” Season 4 “Silence in the Library” and “Forest of the Dead” (watch on CC before class) **Storyboard DUE!**

Weds 11/27 *Doctor Who* Season 5 episode “The Lodger,” Season 6 episode “The Doctor’s Wife” (watch on CC before class) ****finish reading *Doctor Who: The Forgotten* graphic novel in time for this class session**

Mon 12/02 *Doctor Who: The Christmas Special Tradition* episode TBA, watch on CC before class

Weds 12/04 REVIEW FOR FINAL, PAPER #2 DUE

WEDNESDAY December 11th 9:15-11:15 a.m. FINAL EXAM