

Tamkang University Academic Year 103, 1st Semester Course Syllabus

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| Course Title | SELECTED READING IN SCIENCE FICTION | Instructor | BRINK, DEAN ANTHONY |
| Course Class | TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A | Details | <ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits |

D e p a r t m e n t a l A i m o f E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Establish a foundation for academic specialization.
- B. Foster the ability to discover, analyze and solve problems.
- C. Promote professional ethics.
- D. Foster English teaching theory and practice along with major professional competencies.
- E. Strengthen the language teaching foundation of linguistics (including applied linguistics).
- F. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources.

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| Course Introduction | Course topic: contemporary science fiction short stories 當代科幻短篇小說. In this seminar we read sf short stories and related criticism, focusing on contemporary fiction and research topics, beginning with an exploration of how to define science fiction, the relationship between technology and culture, daily life, and change. |
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The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives | Relevance | |
|-----|---|------------------|-------------------------------|
| | | Objective Levels | Departmental core competences |
| 1 | To provide a forum for students to develop their scholarship using course-related issues. | C3 | ABCDEF |
| 2 | To introduce important philosophical, critical and literary writings that enable graduate students to articulate problems of cultural geography in relation to American poetry. | C2 | ABCDEF |

Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
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| 1 | To provide a forum for students to develop their scholarship using course-related issues. | Lecture, Discussion, Appreciation, Practicum, Problem solving | Report, Participation |
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| 2 | To introduce important philosophical, critical and literary writings that enable graduate students to articulate problems of cultural geography in relation to American poetry. | Discussion | Report, Participation |
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This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students | Description |
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| ◆ A global perspective | Helping students develop a broader perspective from which to understand international affairs and global development. |
| ◆ Information literacy | Becoming adept at using information technology and learning the proper way to process information. |
| ◆ A vision for the future | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision. |
| ◆ Moral integrity | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◆ Independent thinking | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically. |
| ◆ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life. |
| ◆ A spirit of teamwork and dedication | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems. |
| ◆ A sense of aesthetic appreciation | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process. |

Course Schedule

| Week | Date | Subject/Topics | Note |
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| 1 | 103/09/15 ~ 103/09/21 | Introduction to course. Questions to ask when reading science fiction. | |
| 2 | 103/09/22 ~ 103/09/28 | Definitions of what we now call "science fiction": Adam Roberts, "Defining Science Fiction," Science Fiction; Damien Broderick, Reading by Starlight: Postmodern Science Fiction; Ken Liu, "Intelligent Design" | |
| 3 | 103/09/29 ~ 103/10/05 | Understanding science fiction after Darko Suvin (or: from Marxist structuralism to Marx afer postmodernism); Suvin; Parrinder; China Miéville, "An End to Hunger," Graham Templeton, "Free-Fall," and Dean Brink, "Mister Coffee" | |
| 4 | 103/10/06 ~ 103/10/12 | John Rieder, "On Denning SF, or Not: Genre Theory, SF, and History"; Nancy Kress's "Exegesis" and Richard A. Lovett, "Attack of the Grub-Eaters" | |

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| 5 | 103/10/13 ~ 103/10/19 | Sherryl Vint, "Species and Species-being"; Terry Bisson, "Bears Discover Fire"; James Patrick Kelley, "Rat" | |
| 6 | 103/10/20 ~ 103/10/26 | Ray Kurtzweil, The Singularity Is Near; Steven Shaviro, "The Singularity Is Near"; Ted Chiang, "Understand" | |
| 7 | 103/10/27 ~ 103/11/02 | Schuyler, George S. Black no more : being an account of the strange and wonderful workings of science in the Land of the Free, A.D. 1933-1940; Rieder, John. Colonialism and the emergence of science fiction. | |
| 8 | 103/11/03 ~ 103/11/09 | AI in SF: Laurel Bollinger, "Symbiogenesis, Selfhood, and Science Fiction" Michael Stanwick, "Steadfast Castle"; Brian Stableford, "The Highway Code"; Philip Edward Kaldon, "The Brother on the Shelf" | |
| 9 | 103/11/10 ~ 103/11/16 | Melissa Colleen Stevenson, "Trying to Plug In: Posthuman Cyborgs and the Search for Connection"; Connie Willis, "Even the Queen," and Neal Asher, "The Other Gun" | |
| 10 | 103/11/17 ~ 103/11/23 | Reading week | |
| 11 | 103/11/24 ~ 103/11/30 | Amanda Thibodeau, "Alien Bodies and a Queer Future: Sexual Revision in Octavia Butler' s 'Bloodchild' and James Tiptree, Jr.' s 'With Delicate Mad Hands'" ; Octavia Butler, "Bloodchild" | |
| 12 | 103/12/01 ~ 103/12/07 | Damien Broderick, Reading by Starlight: Postmodern Science Fiction; Susan E. Connolly, "The Issue of Gender in Genre Fiction: A Detailed Analysis"; Naomi Kritzer, "Bits" | |
| 13 | 103/12/08 ~ 103/12/14 | SF satire/postmodern play -- Michael Swanwick, "Dog Said Bow-Wow"; De Witt Douglas Kilgore, "Difference Engine: Aliens, Robots, and Other Racial Matters in the History of Science Fiction" | |
| 14 | 103/12/15 ~ 103/12/21 | Philip K. Dick, "We Can Build It For You" (first half); Frederic Jameson, from Archaeologies of the Future | |
| 15 | 103/12/22 ~ 103/12/28 | Philip K. Dick, "We Can Build It For You" (second half); Damien Broderick, Reading by Starlight: Postmodern Science Fiction ("Making Up Worlds") | |
| 16 | 103/12/29 ~ 104/01/04 | Focus on hard sf: Ted Chiang: "Exhalation"; "Story of Your Life" | |
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| 17 | 104/01/05 ~ 104/01/11 | Paolo Bacigalupi, "The Calorie Man"; Andrew Hageman, "The Challenge of Imagining Ecological Futures: Paolo Bacigalupi's The Windup Girl" | |
| 18 | 104/01/12 ~ 104/01/18 | Writing week | |
| Requirement | <p>Course Requirements: Continuing participation in class discussion by asking questions and sharing thoughts. Attendance is mandatory; three or more unexcused absences automatically results in a failing grade (how can one be given credit for attending a seminar not attended?). For each class one or two students will act as moderator(s), introducing the topic and readings of the day and leading the discussion. For each class each student will be asked for comments on the day's readings. Seminar papers should be at very least 4,000 words, including a Works Cited section and proper MLA in-text citations or Chicago footnote style throughout. Students should pursue topics of personal interest. Usually a particular writer is studied in depth. Two options are open for the final project: (1) Produce one well-researched paper on a contemporary sf writer we have read (or one approved by the instructor); or (2) Students may opt to translate a non-English language short story into English, providing a lengthy introduction which situates the story within the history of sf literature as you have studied it in our course.</p> | | |
| Teaching Facility | Computer, Projector | | |
| Textbook(s) | <p>Other course materials will be available at a copy center. George S. Schuyler, Black No More. Mineolo, New York: Dover, 2011 [1931].</p> | | |
| Reference(s) | Science Fiction Studies (journal available through the library) | | |
| Number of Assignment(s) | 1 (Filled in by assignment instructor only) | | |
| Grading Policy | <p>◆ Attendance : 10.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other (Seminar paper) : 70.0 %</p> | | |
| Note | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p> | | |