

ENGLISH 5106: TIME TRAVEL

Spring 2019 * T/Th 3:30-4:45 * Pafford 307

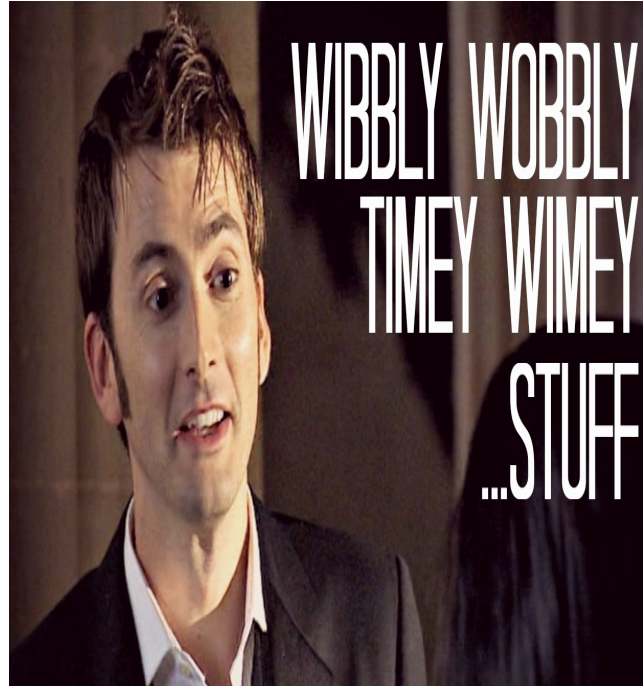
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Course Description

Common sense dictates that we live in the present. By extension, we tend to conceive of the past as that which is behind us and the future as that which is ahead of us in no small part because our consciousness and our aging bodies tell us that time can only move in one direction. But what if time isn't as linear or as unmalleable as it first appears? How then would we define concepts like history or progress? Should we want to take advantage of traveling backward or forward in time if doing so was indeed possible? How might the technology of time travel, broadly defined, change our understanding of the complicated relationships between past, present, and future? In this course, we will explore how a representative sampling of time travel narratives from different historical periods attempts to answer these and other fundamental questions about the human experience.

Fair warning: some of the texts we will read deal with the harsh realities past injustices, such as war, slavery, and other forms of systemic persecution, which can quite be difficult to read about. If you need to take a break while reading, that is perfectly okay, as is talking to someone—me, a UWG counselor, or trusted friend—about why you find a particular topic especially difficult to process. Please see the “UWG Cares” section below for more information about the services available to you as a member of the UWG community.

Required Texts and Instructional Resources

- Butler, Octavia E. *Kindred*. Beacon Press, 1988. ISBN 978-0-8070-8369-7.
Finney, Jack. *Time and Again*. Touchstone, 2017. ISBN 978-0-684-80105-6.
L'Engle, Madeleine. *A Wrinkle in Time*. Square Fish, 2007. ISBN 978-0-312-36754-1.
Raleigh, Sir Walter. *The Discovery of Guiana*. Echo Library, 2006. ISBN 978-1-847-028945.
[also available online: <https://www.gutenberg.org/files/2272/2272-h/2272-h.htm>]
Sakurazaka, Hiroshi. *All You Need is Kill*. Haika Soru, 2004. ISBN 978-1-4215-2761-1.
Twain, Mark. *A Connecticut Yankee in King Arthur's Court*. Signet Classics, 2004. ISBN 987-0-45152958-9.
Vonnegut, Kurt. *Slaughterhouse Five*. Dial Press, 2009. ISBN 978-0-385-33384-9.
Wells, H.G. *The Time Machine*. Dover, 1995. ISBN 987-0-486-28472-9.

All books are available in the UWG bookstore. If you opt to use online or other editions of these materials, it is your responsibility to make sure you know what sections of your text correspond to the reading assignments listed below.

Supplementary readings and viewings due will be available via CourseDen or online

You will also need to view the following movies, which is on reserve in the library and can be rented from the English Department as well (for a three day period of time):

- Back to the Future*. Dir. Robert Zemeckis. Perf. Michael J. Fox, Christopher Lloyd, and Lea Thompson. Universal Pictures, 1985. [Streaming at Amazon Prime and Vudu for 2.99 and iTunes, YouTube, and Google Play for 3.99]
Days of Future Past. Dir. Bryan Singer. Perf. Hugh Jackman, James McAvoy, and Michael Fassbender. Twentieth Century Fox, 2014. [Streaming at Amazon Prime, YouTube, and Google Play for 2.99]

Course Objectives and Learning Outcomes

Students will be able to:

1. Describe the distinguishing characteristics of a literary genre;
2. Identify and demonstrate an understanding of formal, social, cultural, national, and historical contexts of a literary genre in oral and written work.
3. Examine the genre's theoretical intersections and concerns during discussion and in written work;
4. Analyze texts using genre-appropriate theoretical apparatus in thesis-driven prose.

Assignments

Fuller descriptions of all of your formal assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (15%): you are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything "figured out" ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a "C" in this component of your grade. Challenge yourself to talk at least once a week if not once a class. To that end, you should

take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. If I get the sense that you are not reading, I will incorporate reading quizzes into this component of your grade. I will post your participation grade twice: around midterm and at the end of the semester. [L.O. 1-3]

- *Analytical “Problem” Paper* (17.5%): a 4.5 to 5 page paper focusing on the close, analytical reading of a text or texts from the first half of the semester that argues for a particular understanding of an interpretative crux or problem raised by said text(s). [L.O. 2-4]
- *Position Paper* (7.5%): a 3 to 3.5 page paper in which you make the case for why you would chose to travel forward in time as opposed to backward, or vice-versa. [L.O. 2 and 3]
- *Final Paper* (30%): a 15-page research paper about a well-constructed subject related to the course topic and chosen in consultation with me. As part of this assignment, you will submit a proposal and annotated bibliography for your paper, which is worth 5% of the overall grade. [L.O. 1-4]
- *Literary Time Capsule Presentation* (20%): working with a group of your peers, you will design a thirteen to fifteen minute presentation on the literary text, broadly defined, that your group would want to include in a class time capsule for future college students. As part of this assignment, you will evaluate the peers with whom you work. [L.O. 2 and 3]
- *Final Exam* (10%): a writing intensive exam covering class readings, discussions, and lectures. [L.O. 1-3]

Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. Generally speaking, however, they follow a two point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of analytical and position papers ***if you meet with me*** to discuss your plans for revision ***within a week*** of me handing the graded paper back to you. You should come to this meeting with your ***revision plan/goals typed up or written out***. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise late work, but the late penalties associated with the first assignment are also applicable to your revision.

Schedule of Homework and Assignments

The work listed below is due on the date on which it is listed. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings labeled “e-reserve” can be found in the “E-reserve” folder on the content section of our CourseDen site.

Week One: Introductions

Jan. 8	Historical overview and course expectations.
Jan. 10	Defining time across time and place <i>Homework due:</i> read Gleick, “What is Time” (e-reserve) and Johnson, “The Human Brain is a Time Traveler” (https://www.nytimes.com/interactive/2018/11/15/magazine/tech-design-ai-prediction.html); watch <i>Dr. Who</i> , Season Three, Episode 10, “Blink” (https://www.dailymotion.com/video/x5uc4ab)

Week Two: What Our Early Predecessors Thought

Jan. 15	Confronting the past, imagining the future medieval style <i>Homework due:</i> introduction to St. Erkenwald (http://medieval_literature.enacademic.com/518/Saint_Erkenwald); <i>St. Erkenwald</i> (e-reserve); Walter Map, “Of Nicholas Pipe, Man of the Sea” (e-reserve, “Map Translation,” pp. 9-12); The Seven Sleepers (https://en.wikisource.org/wiki/Translation:Seven_Sleepers); and the postmedieval “The Wandering Jew” (https://ebba.english.ucsb.edu/ballad/31438/image)
Jan. 17	Traveling through space and time, early modern style <i>Homework due:</i> Walter Raleigh, <i>Discovery of Guiana</i>

Week Three: Birth of a Genre

Jan. 22	Victorian England <i>Homework due:</i> Wells, <i>Time Machine</i> ;
Jan. 24	“Modern” American Idealism <i>Homework due:</i> Twain, <i>Connecticut Yankee</i> , pp. 5-81

Week Four: The Perils of Presentism

Jan. 29	<i>Homework due:</i> Twain, <i>Connecticut Yankee</i> , pp. 82-160
Jan. 31	<i>Homework due:</i> Twain, <i>Connecticut Yankee</i> , pp. 161-221

Week Five: The Perils of Presentism Cont’d

Feb. 5	Introduce Analytical Paper. <i>Homework due:</i> Twain, <i>Connecticut Yankee</i> , pp. 222-301
Feb. 7	<i>Homework due:</i> finish Twain, <i>Connecticut Yankee</i> ; Bradbury, “Sound of Thunder” (e-reserve)

Week Six: Reliving Past Traumas

Feb. 12	How we remember <i>Homework due:</i> Vonnegut, <i>Slaughterhouse Five</i> , pp. 1-90
Feb. 14	<i>Homework due:</i> Vonnegut, <i>Slaughterhouse Five</i> , pp. 91-172

Week Seven: Reliving Past Traumas Cont’d

Feb. 19	<i>Homework due:</i> finish Vonnegut, <i>Slaughterhouse Five</i>
Feb. 21	What we try to forget <i>Homework due:</i> Butler, <i>Kindred</i> , pp. 9-break on 74 <i>Analytical Essay due by midnight tomorrow (2/22)</i>

Week Eight: When History Wounds

Feb. 26	Introduce position paper <i>Homework due:</i> Butler, <i>Kindred</i> , pp. 74-break on 160 Last day to withdraw with a “W” is tomorrow
Feb. 28	<i>Homework due:</i> Butler, <i>Kindred</i> , pp. 160-break on 222

Week Nine: When History Wounds Cont’d

Mar. 5	<i>Homework due:</i> finish Butler, <i>Kindred</i> ; Klages, “Time Gypsy” (e-reserve)
Mar. 7	Is once ever enough? <i>Homework due:</i> Sakurazaka, <i>All You Need is Kill</i> , pp. 3-break on 65

Week Ten: Live, Die, Repeat

Mar. 12	Introduce term papers <i>Homework due:</i> Sakurazaka, <i>All You Need is Kill</i> , pp. 65-break on 150
Mar. 14	<i>Homework due:</i> finish Sakurazaka, <i>All You Need is Kill</i> ; watch <i>Days of Future Past</i> Position paper due by midnight tomorrow (3/15)

Week Eleven: Break

Mar. 19	No class: spring break
Mar. 21	No class: spring break

Week Twelve: Why We Travel

Mar. 26	Introduce presentations <i>Homework due:</i> issue #218, “Watching” of Winston Rowntree’s web comic, <i>Subnormality</i> , (http://www.viruscomix.com/page585.html) and Finney, <i>Time and Again</i> , pp. 1-116
Mar. 28	Alternative timelines, alternative lives <i>Homework due:</i> Finney, <i>Time and Again</i> , pp. 117-94 Proposals and annotated bibliographies due by midnight tomorrow (3/29)

Week Thirteen: Why We Travel Cont’d

Apr. 2	No class: Scholar’s Day
Apr. 4	<i>Homework due:</i> Finney, <i>Time and Again</i> , pp. 195-329

Week Fourteen: Why We Travel Cont’d

Apr. 9	Incorporating research workshop. <i>Homework due:</i> Finney, <i>Time and Again</i> , pp. 330-427
Apr. 11	<i>Homework due:</i> finish Finney, <i>Time and Again</i> ; watch <i>Outlander</i> , Season One, Episode One, “Sassenach” (free with Starz subscription, streaming for \$1.99 at Amazon Prime, iTunes, Google Play, YouTube, and Vudu)

Week Fifteen: The Kids are the Future, Literally

Apr. 16	<i>Homework due:</i> L’Engle, <i>Wrinkle in Time</i> , pp. 7-126
Apr. 18	<i>Homework due:</i> finish L’Engle, <i>Wrinkle in Time</i> ; watch <i>Back to the Future</i>

Week Sixteen: Presentations

Apr. 23	<i>Homework due:</i> peer evaluations
Apr. 25	<i>Homework due:</i> peer evaluations <i>Final Paper due by midnight on Monday, 4/29</i>

Final Exam: Thursday, May 2 from 2-4

Course Policies and Expectations of Students

Attendance

You are expected to attend class daily and be on time. I take roll by asking the class a specific “attendance question”; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. For each additional absence beyond the first three your final grade will drop by two percentage points (so a final grade of 86 would become an 82 after five absences, etc.). Three late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade. If something outside of your control is impacting your ability to attend class regularly, please come and talk to me *before* your grade suffers due to attendance alone.

Deadlines and Submitting Assignments

All of your work is due on the days and times indicated by the schedule below. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me *well ahead* of that assignment’s due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment’s due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. “My computer ate my file” and “I thought I submitted that file” are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that *all* of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at <http://uwgonline.westga.edu/>.

Academic Honesty

The act of plagiarism—claiming someone else’s ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with

one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me *before* you turn your work in. Sources you should consult before talking to me include:

- The English department's website:
<http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Writing Center's site: <https://www.westga.edu/academics/coah/writing>
- The research and citation section of Purdue's online writing lab:
https://owl.purdue.edu/owl/purdue_owl.html

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

Classroom Etiquette

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Support

I am happy to meet with you outside of class to discuss readings, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we'll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don't panic if you don't hear from me right away, especially if you send your email at, say, midnight. If, however, I haven't responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at writing@westga.edu. The Center for Academic Success (CAS) provides many

programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at cas@westga.edu.

University Policies

Student Rights/Responsibilities

Please carefully review the following Common Language for all university course syllabi at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

Accessibility Services

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we've been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I'd encourage you to call the Counseling Center (it's free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall 123 from 8-5, Mon-Fri. If you need to contact a patient's advocate, call 678-839-0641 or 678-839-5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that ***I am legally obligated to report any incident of sexual assault*** as a violation of Title IX (please see the following site for more information about Title IX and your reporting options: <https://www.westga.edu/hr/title-nine.php>).

If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, call the UWG police at 678-839-6000. Don't be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if need be, either.