

XIDS 2002-17: WDYKA TIME TRAVEL

Fall 2018 * M/W 11:00-11:50 * Pafford 307

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Office Hours: M: 9:45-10:45 and 2-3; W: 9:45-10:45 and 5-6; or online/in person by appointment



Course Description

XIDS 2002 is a course designed to help students get excited about learning at West Georgia. In addition, it is our hope that this course helps you succeed academically as well as personally and socially during this semester and beyond. The fundamental focus of the class is to provide an understanding of the basic structure of critical thinking and of academic disciplines in order to increase learning in the university classroom. Students are required to attend class and to interact with their instructors and classmates. While students must take responsibility for their own learning, the course attempts to support and enhance that responsibility by making the class a learning community within the University.

This section of XIDS 2002 will focus on time travel. Modern technologies have fundamentally changed the ways that we interact with each other in the present, and many of these changes have made our lives “easier” if not “better.” The resulting emphasis on the present can also be overwhelming, however. If you could escape to an alternate time period, where would you go and why? In this class, we’ll consider films, short stories, essays, and other cultural artifacts that explore the practical and ethical implications of traveling through time.

Course Objectives and Learning Outcomes

As a result of participating in this course, students should be able to:

1. Adapt written and oral communication to specific rhetorical purposes and audiences.
2. Recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem.

3. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Required Texts and Instructional Resources

The Navigator: https://issuu.com/thenavigatoruwg/docs/navigator_fy18_19_complete

Wells, H.G. *The Time Machine*. Ed. Nicholas Ruddick. Broadview Press, 2001. ISBN 978-1-55111-305-0. (Available in UWG Bookstore)

Supplementary readings due will be available via CourseDen or online

You will also need to view the following movie, which is on reserve can be “rented” from the English Department as well (for a three day period of time, so I’d encourage you to watch in groups):

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]

Assignments

Fuller descriptions of all of your formal assignments 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. Please be advised that you can’t earn a good participation grade if you are not in class, and review the attendance policy outlined below.
- *Daily Reading Questions* (5%): You should come to class daily with at least two questions about the assigned readings that you can share if called upon to do so. These questions should be written down, and they should not solicit simple yes/no or fill in the blank answers (save these factual questions for general class discussion, should you have them). Rather, your questions should challenge you and your peers to evaluate your opinions and observations about the text in question, and to consider a variety of possible perspectives and passages before answering them. In other words, think about questions that start with “how” or “why” instead of “what”; questions that make comparisons between the same character over the course of a single text as well as different characters—either from the same text or different texts—are also excellent conversation starters. Each class, I will randomly ask several students to write one of their questions on the board to help focus that day’s discussion. I will also periodically check that all students are writing their questions down ahead of class.
- *Response Papers* (25%): at five points in the semester you will be asked to reflect about course readings and discussions in short papers (1.5 to 2 pages) that you will post to CourseDen.

- *Memorializing a Moment Presentation* (20%): working in groups, you will research an event that occurred before your lifetimes that your group collectively agrees you would like to visit or experience. You will then design a ten-minute presentation that explains your choice to your peers your peers. As part of this presentation, you will create a visual aid to help explain your logic, and you will evaluate your peers as group members.
- *Time Capsule Contribution* (20%): at the end of the semester, you will pitch an object for inclusion in our class time capsule memorializing what it means to be a college freshman in 2018.
- *Wolf Experience Supplements* (15%): You will need to complete **one** activity in each of **five** categories designed to help you get the most out of your college experience. Your options for these supplements are posted on the first year programs website at <https://www.westga.edu/vpaa/first-year-programs/>.

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 reading journal assignments **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 “Readings” folder of our CourseDen site.

Week One: Introductions

Aug. 15	Course overview and expectations Introduce Response Papers
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Week Two: Why Study Time Travel?

Aug. 20	Building a common vocabulary <i>Homework due:</i> read Gleick, “Fin de Siècle.”
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Aug. 22	Now more than ever <i>Homework due:</i> read Gleick, “Presently.” <i>Reading questions start today</i>
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Week Three: Defining Time

Aug. 27	A philosophical perspective <i>Homework due:</i> read Gleick, “What is Time?”
Aug. 29	A scientific perspective <i>Homework due:</i> read Everett and Roman, “Time, Clocks, and Reference Frames.” <i>Response one due to CourseDen by noon on Friday, 8/31</i>

Week Four: H.G. Wells and the Birth of a Literary Paradigm

Sep. 3	No class: Labor Day
Sep. 5	Inventing a genre <i>Homework due:</i> read Wells, <i>The Time Machine</i> , Books I-VII.

Week Five: H.G. Wells and the Birth of a Literary Paradigm Cont’d

Sep. 10	<i>Homework due:</i> read Wells, <i>The Time Machine</i> , Books VIII-X.
Sep. 12	<i>Homework due:</i> read Wells, <i>The Time Machine</i> , Book XI-epilogue. <i>Response two due to CourseDen by noon on Friday, 9/14</i>

Week Six: Debating What is Possible

Sep. 17	Which way should we go? <i>Homework due:</i> read Everett and Roman, “The Twin ‘Paradox’” and “A Final Look Forward,” and Gleick, “Backward.”
Sep. 19	Considering the mechanics <i>Homework due:</i> read Everett and Roman, “Introduction” and “Arrow of Time” excerpts.

Week Seven: Contemplating Consequences

Sep. 24	Just because we can, should we? <i>Homework due:</i> read Clarke, “Time’s Arrow,” and Bradbury, “A Sound of Thunder.”
Sep. 26	Chasing perfection <i>Homework due:</i> read Lafferty, “Rainbird,” and Kress, “The Price of Oranges.” <i>Response three due to CourseDen by noon on Friday, 9/28</i>

Week Eight: The Science of Possibility

Oct. 1	The physics of beating time <i>Homework due:</i> read Everett and Roman, “Worm Holes and Warp Bubbles.”
Oct. 3	The paradoxes of beating time <i>Homework due:</i> read Everett and Roman, “Banana Peels and Parallel Worlds.”

Week Nine: When Temporalities Collapse

Oct. 8	The plight of the super hero (or super freak) <i>Homework due:</i> watch <i>Days of Future Past</i> . <i>Drop period with “W” ends at 4 p.m.</i>
Oct. 10	A glitch in the time-space continuum <i>Homework due:</i> read Matheson, “Death Ship.” <i>Response four due to CourseDen by noon on Friday, 10/12</i>

Week Ten: Defining Progress

Oct. 15	Across time and space <i>Homework due:</i> read Le Guin, “Another Story or A Fisherman of the Inland Sea.”
Oct. 17	For ourselves <i>Homework due:</i> read issue #218, “Watching” of Winston Rowntree’s web comic, <i>Subnormality</i> , (http://www.viruscomix.com/page585.html).

Week Eleven: Asking Questions of the Present

Oct. 22	Learning how to listen <i>Homework due:</i> read https://www.smartpassiveincome.com/how-to-conduct-an-exceptional-interview/ .
Oct. 24	Introduce Memorializing a Moment Presentation and brain storm ideas <i>Homework due:</i> bring interview notes to class. <i>Response five due to CourseDen by noon on Friday, 10/26</i>

Week Twelve: Asking Questions of the Past

Oct. 29	Library day <i>Homework due:</i> come to class with your group’s top three choices of event.
Oct. 31	Discuss visual aids and presentations; some time for group work <i>Homework due:</i> bring any and all information you’ve found while researching to class.

Week Thirteen: Asking Questions of the Past Cont’d

Nov. 5	Group work day
Nov. 7	Group work day

Week Fourteen: Presentations

Nov. 12	Presentations <i>Homework due:</i> Group evaluations.
Nov. 14	Presentations <i>Homework due:</i> Group evaluations.

Week Fifteen: Break

Nov. 19	No class: Thanksgiving Break
Nov. 21	No class: Thanksgiving Break

Week Sixteen: How the Past is Preserved

Nov. 26	How we know what we know <i>Homework due:</i> read Gleick, “Buried Time.”
Nov. 28	Work day

Week Seventeen: Wrap up

Dec. 3	Course evaluations/work day
Dec. 5	Time capsule “show and tell” <i>Time Capsule Contributions due by noon on Friday, 12/7</i>

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 84 after four absences, an 82 after five absences, etc.). Two late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than ten 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 an 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 an 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.