

AML 2070: AMERICAN SCIENCE FICTION AND FANTASY

AML 2070 | SECTION 0211 | CLASS 10241

THREE CREDIT HOURS

FALL 2024

TUR B310

MWF PERIOD 5

INSTRUCTOR: Jacob Domosh (They/Them, He/Him)

Office: TUR 4359 | **Office Hours:** Wednesdays, 9am – 11am and by appointment

Email: jacob.domosh@ufl.edu

COURSE WEBSITE:

COURSE COMMUNICATIONS: If you need to reach out, please do so via email. I check my email between regularly between 9am – 5pm, M-F.

COURSE TEXTS: The following texts are required for this course. ISBNs listed are suggested editions.

- Peter Beagle – The Secret History of Fantasy, **978-1892391995**
- Arthur Evans – The Wesleyan Anthology of Science Fiction, **978-0819569554**
- Douglas Adams – The Hitchhiker’s Guide to the Galaxy, **978-0345418913**
- William Goldman – The Princess Bride, **978-0156035156**

The following text is **recommended but not required** for this course as a primer to lenses used in discussing texts and argumentation both in class and in papers.

- Peter Barry – Beginning Theory, **978-1526121790**

COURSE DESCRIPTION: This AML 2070 course will survey American speculative literature, specifically science fiction and fantasy literature. This course, focusing on short stories and shorter novels, will provide students with the tools to read, analyze, think critically about, and write about fiction, and will teach them how to communicate

their insights into oral and written forms. We will use the methods and language of literary criticism to explore fundamental elements of fiction, such as plot, characterization, point-of-view, setting, style, theme, and tropes.

COURSE GOALS AND/OR OBJECTIVES: By the end of this course, students will:

- Identify the characteristics of American literary traditions, authors, and themes, in SF and Fantasy literature
- Understand and apply the political, sociocultural, or historical contexts from American SF and Fantasy literature from its inception to the early 21st century
- Identify and explain connections between individual texts and a variety of literary interpretations, including secondary texts
- Respond to, explicate, analyze, and evaluate texts
- Express well-supported opinions of texts and use a style appropriate for academic discourse using formal writing
- Cite sources in essays using standard documentation procedures

GENERAL EDUCATION LEARNING OBJECTIVES:

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

GENERAL EDUCATION LEARNING OUTCOMES:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

COURSE POLICIES:

COMMUNICATION WITH YOUR INSTRUCTOR

The best way to contact me is via email. Please allow at least 48 hours for me to respond to all requests/questions/inquiries. I also encourage you to meet with me during my office hours or to schedule an appointment with me for a different time.

CLASSROOM BEHAVIOR

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own; therefore, please have an open mind to diversity.

ATTENDANCE POLICY: While I do take attendance, I do not grade attendance. However, attendance is required not only per the university but also to succeed in this course. I recognize that you are adult and able to manage your time and priorities

accordingly.

Assignments, quizzes, peer review, and other in-class activities are conducted at the beginning of class. If a student is late, please take your seat as quietly as possible; do not walk up to the front of the room to turn in late work or speak with me, as those excuses can be dealt with through e-mail or briefly at the end of class. If you are late, you may miss reading quizzes and/or peer review sessions, which you cannot make up without documentation excusing your lateness.

If you are absent, please make yourself aware of all due dates and turn in assignments on time. Please check with your classmates to obtain notes for the day you missed.

Students are expected to bring the required reading for the day to class with them. If a student recurrently fails to bring the reading (in print or electronic format), you may be marked as absent.

“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

TWELVE-DAY RULE AND ABSENCE EXCEPTIONS

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work. For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.

PREPARATION

Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

PARTICIPATION

Being present in the classroom is not enough to succeed in this class. While I may lecture on occasion, many classes will rely on your questions and comments relating to our texts and assignments. If you are frequently quiet during class, I may call on you.

Your participation grade will be based on your participation in class discussion, in your behavior during group work, your online presence on the class website, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.

ELECTRONIC DEVICES – CELL PHONES, LAPTOPS, IPADS, ETC.

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time (the vibrate setting is not silent). Keep your phone in your bag or pocket – if I see you texting or surfing the web, I may ask you to leave the classroom, resulting in an absence.

While we are working, you should use computers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or your being asked to leave class for the day. You can, however, use the class computer to access the class website (to facilitate discussion) or view course readings (if you prefer not to print electronic readings).

ASSIGNMENT SUBMISSION

Papers and written assignments are due via electronic copy, in .doc or .docx format, before class on the date indicated on the syllabus. Your assignment is still due if you plan to miss class.

Additionally, a paper copy is due to me at the beginning of class on the day the assignment is due, to be handed back for the purposes of feedback. If you have difficulties accessing a printer, please let me know ahead of time to make arrangements.

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This email should include a Help Desk receipt with your paper or other verification of a system-wide failure.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox.

LATE SUBMISSION

If you expect to not make a deadline, please contact me in advance of the deadline. I **MAY** allow a short extension on a due date **ONCE** in the term if you contact me before the deadline, and in exceptional circumstances.

ACADEMIC PAPER FORMAT

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., DomoshRhetoricalAnalysis.

ASSIGNMENT ORIGINALITY AND PLAGIARISM

You must produce original material for all assignments in this course – you should not re-use materials that you have written for other courses. This also applies to material within the class – for example, you cannot repeat material from a short assignment wholesale in your research paper. However, you may expand on ideas from your shorter assignments.

Plagiarism is a serious violation of the student honor code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>). The Honor Code prohibits and defines plagiarism as follows:

“Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to: a) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution. b) Submitting a document or assignment which

in whole or in part is identical or substantially identical to a document or assignment not authored by the student.” (University of Florida, Student Honor Code)

I HAVE A ZERO TOLERANCE POLICY FOR PLAGIARISM. If you plagiarize, you will **fail** the assignment. You may also **fail the class** and **be reported to the Office of the Dean of Students.** Always cite your sources.

MAKE-UP POLICY: If an assignment needs to be made up after the due date, please contact the professor for a make-up date or make-up assignment.

ASSIGNMENT POLICY

Project Name	Percentage Weight	Word Count
Participation	10%	N/A
Reading Responses	25% (5% each; 5 total)	1pg each
Paper 1	15%	3-4, pgs draft; 5-6 pgs final
Paper 2	20%	3-4 pgs draft; 5-6 pgs final
Final Project	30%	5-6 pgs

Course total will be equivalent to 6,000 words

PARTICIPATION:

Students are expected to read/view the assigned texts before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. This course thrives on class discussion, so please be prepared to share your thoughts with the class every period (be it

in small groups or full-class discussions). Your thoughts make this class worth taking—please share them with us!

READING RESPONSES

Throughout the course, you will be asked to respond to five texts. Your response should not merely summarize the events of the text, but also discuss the themes, tropes, and position of the text in American SF and fantasy literature. Your response should also include a question posed to the class to lead discussion.

PAPER 1

Paper one will be an argument-based paper based on one or more of the readings assigned in the first half of the course. I will distribute a handout (and post to Canvas) a set of available topics/prompts to compose the paper on. Outside sources may be consulted in this paper. The first draft of this paper will be in MLA format, 3-4 pages, will be peer-reviewed in class, and you will receive instructor feedback on the draft as well. The final draft will be in MLA format and 5-6 pages.

PAPER 2

Paper two will be an argument-based paper based on one or more of the readings assigned in the second half of the course. I will distribute a handout (and post to Canvas) a set of available topics/prompts to compose the paper on. Outside sources may be consulted in this paper. The first draft of this paper will be in MLA format, 3-4 pages, and will be peer-reviewed in class. The final draft will be in MLA format and 5-6 pages.

FINAL PROJECT

You will have two options for this assignment:

- 1.) a creative piece + a 750-word accompanying essay
- 2.) a critical work of 1,500 words

This project will ask you to make an extended argument about the importance of a text within American literary history. You may also choose to do a creative piece that reflects

a concept we studied and a shorter essay that explains the connection between your creation and our class themes. More information on this project will be provided towards the end of the semester.

COURSE TECHNOLOGY:

Here are some helpful links

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

ONLINE COURSE EVALUATION:

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic

misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior [See Sample Netiquette Document](#)]

GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED

The SUPERIOR (A) Paper

- Addresses the question or prompt fully
- Demonstrates substantial comprehension of relevant material
- Shows substantial depth, complexity, and creativity of thought
- Demonstrates very clear and coherent organization
- Develops arguments fully and with ample support details
- Demonstrates superior control of diction, grammar, syntactic variety, and mechanical issues
- Displays excellent handling of MLA-style conventions
- Shows superior integration of source material and source documentation

The STRONG (B) Paper

- Addresses the question or prompt substantially, yet not fully
- Demonstrates good comprehension of relevant material
- Shows depth, complexity, and creativity of thought
- Demonstrates clear organization
- Develops arguments with good supporting details
- Demonstrates good control of diction, syntactic variety, and transitions
- Displays effective handling of MLA-style conventions
- Shows effective integration of source material and documentation of sources

The COMPETENT (C) Paper

- Adequately addresses the question or prompt
- Demonstrates adequate understanding of relevant material
- Shows clarity of thought but may treat the topic simplistically or repetitively, and/or may need some more complexity of ideas
- Demonstrates adequate organization
- Develops arguments adequately, with some detail
- Demonstrates adequate facility with syntax, grammar, mechanics, and usage but contains some errors
- Displays generally competent handling of MLA-style conventions
- Shows proper integration of sources and documentation of sources

The INADEQUATE (C- and below) Paper

- May distort or neglect parts of the question or prompt and/or
- Fails to comprehend relevant material
- Lacks clarity of thought or demonstrates confused or simplistic thinking and/or
- Lacks adequate organization, and/or
- Demonstrates significant patterns of error in language, syntax, or mechanics and usage
- Displays insufficient handling of MLA-style conventions
- Shows inadequate integration and/or documentation of sources or lacks integration and/or documentation of sources

GRADING SCALE:

A	93 – 100	4.0
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.0
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.0
C-	70 – 72	1.67
D+	67 – 69	1.33

D	63 – 66	1.0
D-	60 – 62	0.67
E	0 – 59	0.00

COURSE SCHEDULE:

A WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Week One (8/22-8/23)

Friday -

Syllabus and Introductions
Intro to literary terms
Intro to fiction

Week Two (8/26-8/30)

Monday -

Intro to SF Lecture
Discuss colonization and other-ing

Wednesday & Friday -

Discuss Weinbaum “A Martian Odyssey”
Discuss Moore “Shambleau”
Discuss Silverberg “Passengers”

Week Three (9/2-9/6)

NOTE: UNIVERSITY CLOSED 9/2 FOR LABOR DAY

Wednesday -

Discussing gender roles, social critique, theme

Wednesday & Friday -

Discuss Russ “When it Changed”
Discuss Pohl “Day Million”
Discuss Emshwiller “Abominable”

Week Four (9/9-9/13)

Monday -

Discussing Cyberpunk
Computers and augmentations of reality

Wednesday & Friday -

Discuss Gibson “Burning Chrome”

Discuss Dick “We Can Remember it for you Wholesale”
Discuss Cadigan “Pretty Boy Crossover”

Week Five (9/16-9/20)

Monday -

Human Exceptionalism

Wednesday & Friday -

Discuss Asimov “Reason”
Discuss Aldiss “Supertoys...”
Discuss Chiang “Exhalation”

Week Six (9/23-9/27)

Monday -

Paper One prompt given

Monday – Friday -

Discuss Hitchhiker’s Guide

Week Seven (9/30-10/4)

Discuss Hitchhiker's Guide

Friday -

Paper One Draft Due

Week Eight (10/7-10/11)

Monday -

Final comments on novel
Drafts returned
Peer review

Wednesday -

Discussing the draft process

Paper One final Due (10/11)

Friday -

Discuss Beagle “Introduction”

Week Nine (10/14-10/18)

Monday -

Introduction to Fantasy

Wednesday & Friday -

Discuss Maguire “Scarecrow”
Discuss McKillip “Lady of the Skulls”

Week Ten (10/21-10/25)

Monday & Wednesday -

Discuss Swanwick “The Edge of the World”
Discuss Butler “The Book of Martha”

Wednesday & Friday -

Discuss King “Mrs. Todd’s Shortcut”
Discuss “Snow White” – on Canvas

Week Eleven (10/28-11/1)

Monday -

Discuss Gaiman “Snow, Glass, Apples”

Wednesday & Friday -

Discuss Ligotti “Alice’s Last Adventure” – On Canvas

Friday -

Intro to Princess Bride

Week Twelve (11/4-11/8)

Monday – Friday -

Princess Bride

Friday -
Paper Two Prompt

Week Thirteen (11/11-11/15)

**NOTE: UNIVERSITY CLOSED
11/11 FOR VETERANS DAY**

Wednesday -
Princess Bride

Friday -
Princess Bride
Paper Two draft due

Week Fourteen (11/18-11/22)

Monday -
Paper Two peer review
Drafts returned

Wednesday –
Discussing the draft process

Friday -
Introducing Final Project

No class 11/25 – 11/30 Thanksgiving

Week Fifteen (12/2-12/4)

Paper Two Final due 12/4

Final thoughts on the course

Final project review

Final Project Due TBD

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.