

Department of English & Writing Studies

English 2071F (650)
Speculative Fiction: Science Fiction
Winter 2026

Instructor: Prof. Alyssa MacLean (she/her)

alyssa.maclean@uwo.ca

(519) 661-2111 ext. 87416

UC 4429

Hybrid office hours: Tuesdays 12:00-2:00 pm, in-person or online. See office hour signup sheet on OWL under “Learner Resources” to sign up for an appointment. I’m also happy to make appointments outside of normal office hours, by request.

Course Time: Asynchronous online class (no scheduled class period).

Teaching Assistants:

Dakota Jabbour-Ormsby (Learning Pod 1)

djabbou@uwo.ca

UC 3401

Office hours: Tuesdays 11-12 in-person, and by appointment online or in-person

Sasha Parmasad (Learning Pod 2)

sparmas@uwo.ca

UC 3401

Office hours: Thursdays 11-12 online, and by appointment online or in-person

Course Description

Science fiction is a speculative art form that deals with new technologies, faraway worlds, and disruptions in the possibilities of the world as we know it. However, it is also very much a product of its time—a literature of social criticism that is anchored in a specific social and historical context. This course will introduce students to the narrative conventions and tropes of science fiction, starting with three highly influential works from the nineteenth and early twentieth century—Mary Shelley’s *Frankenstein*, H.G. Wells’ *The Time Machine* and Wells’s *The War of the Worlds*—that are preoccupied with the relationship between humans and the Other. A series of short stories by authors such as Ray Bradbury and Avram Davidson will reflect the apocalyptic sensibility of the Cold War in the 1960s. Building on these important precedents, our next texts use discussions of alien species and alternative futures to explore the nature of human identity. Ursula Le Guin’s novel *The Left Hand of Darkness* uses the trope of alien contact to explore the possibilities of an androgynous society unmarked by the divisions of gender. *Arrival*, a film portraying the appearance of mysterious spacecraft on Earth and the subsequent threat of war, revisits many of the concerns about human existence raised by Wells, and poses new questions about identity, language, and free will.

We will finish the course with novels examining the relationship between intelligence, human connection, technology, and environmental destruction. Rebecca Campbell’s apocalyptic novella *Arboreality* imagines the fate of human creativity in an apocalyptic future. Martha Wells’ “All Systems Red” novella from her *The Murderbot Diaries* series foregrounds what many critics see as a crisis in defining human identity in a technological age. Victor LaValle’s Afrofuturist graphic novel *Destroyer* comes full circle to re-examine many of the ideas about artificial intelligence brought up in Mary Shelley’s *Frankenstein*, repositioning the creature’s desires for love and vengeance in the embittered atmosphere of the contemporary United States.

Assignments will include two essays, discussion posts, a team video assignment, and a final exam.

Course delivery: this course is an asynchronous online Distance Studies course. Units of the course material will be distributed as .docx downloads on OWL. Please see the “Getting Started” tab on Brightspace to learn how to proceed through the units of the class. Our class discussions will take place asynchronously on Brightspace discussion boards. All students will be required to complete one team assignment, in groups of 3-4, that will involve recording a 15-minute discussion about one of our course texts.

Learning Objectives:

By the end of the course, successful students will be able to:

- Identify different generic qualities of science fiction, recognize the ways different authors have been influential, and situate individual works within wider scholarly debates about the field
- Analyze individual works of science fiction in relation to their historical, political, and cultural context; compare how different works critique their respective societies
- Communicate ideas clearly and succinctly in discussion boards, group work, and literary analysis essays. This course will focus especially on the development of effective written and oral communication skills. Students will learn to develop a research problem in English studies, craft a thesis addressing that research problem, analyze literary texts independently, and use appropriate textual evidence to defend their thesis. Students will complete formal essays that have a clear, well-argued thesis supported by textual evidence and analysis.
- Demonstrate academic integrity in all research processes—i.e. show an understanding of how new knowledge is created in the discipline, cite sources ethically and transparently, acknowledge the ideas that are theirs and not theirs, and make that difference clear to their readers.

Course Materials

- Shelley, Mary. *Frankenstein; Or, the Modern Prometheus*. 3rd ed. Ed. D. L. Macdonald and Kathleen Scherf. Broadview, 2012. [n.b. please buy this edition of this text; any other edition based on the **1818 version** of the text would be acceptable.]
- H. G. Wells, *The Time Machine* and *War of the Worlds*. Del Rey, 1968.
- Ursula K. Le Guin, *The Left Hand of Darkness*. Ace, 2010.
- Villeneuve, Denis. *Arrival*. 2016. [N.B. this is available on the *Criterion on Demand* database via the UWO library website.]
- Campbell, Rebecca. *Arboreality*. Stelliform Press, 2022.
- Wells, Martha. *The Murderbot Diaries*, Vol. 1. Tor, 2025.
- Lavalle, Victor. *Destroyer*. Boom! Studios, 2017.
- Additional course readings will be posted on OWL under “Course Readings.”

Cost of course materials, with appropriate links to the publisher are available at this link:

https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2025B&courses%5B0%5D=650_UW/ENG2071G

Methods of Evaluation

The final mark for the course will be arrived at as follows:

Academic Integrity tutorial on OWL (certificate submission required)	pass/fail
Essay # 1 (5 pages, plus Works Cited and appendix)	17%
Essay # 2 (8 pages, plus Works Cited and appendix)	25%
Brightspace discussion board posts (6 total)	18%
Close reading video team assignment	10%
Final Exam	30%

Please note: The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/Student%20Information.html>.

Further notes on evaluation, and exceptions to Academic Consideration policies:

Please note the following exceptions to academic consideration:

- Because the discussion board posts for each 2-week period are each worth less than the minimum 10% threshold for academic consideration, I reserve the right to deny academic consideration for any missed discussion board posts.
- Because the submission deadlines for Essay 1, Essay 2, and the Video Assignment already include flexibility in the form of flex deadlines (see timetable), I reserve the right to deny academic consideration for assignments which are submitted following the end of the period of flexibility.

Further details about these assignments and deadlines will be found later in this syllabus under “Overview of Course Requirements and Assignments” (see the description of each assignment for details). Supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. the April exam in this course).

When a student receives academic considerations or academic accommodations which overlap with the built-in flexibility of the assessment, the longest period of accommodation will determine the deadline. The built-in flexibility of the assessment should not be taken to extend any considerations or accommodations.

General Information

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Chonnonton peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population.

Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

OWL Brightspace

Students are responsible for checking the course site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Students may access the OWL Brightspace Learner Support site for assistance:

<https://brightspacehelp.uwo.ca/>

Did you know that Western has tech support? It does!

For IT-related issues (ex. having trouble with Brightspace or Zoom? Want to change your pronouns?), please contact Western Technology Services Helpdesk directly: <https://wts.uwo.ca/helpdesk/>. They can be contacted by phone at 519-661-3800 or ext. 83800.

Technical requirements

This course requires you to have:

- a reliable high-speed internet connection
- a computer that meets the technical requirements for writing online timed assessments
- the ability to make recordings of Zoom video calls and submit them to our Brightspace page.
- the ability to submit documents in .docx or .pdf format. We cannot accept documents in Pages format. Western has a license for Microsoft; **you can download free copies of MS Office for your computer via the WTS helpdesk above.**

Electronic devices in the final exam

The only aids permitted in the final exam will be paper translation dictionaries. All other aids (calculators, electronic translation dictionaries, cell phones, smart watches, etc.) are not permitted.

Statement on the Use of Generative Artificial Intelligence:

Plagiarism includes, but is not limited to, the unacknowledged use of AI tools, such as ChatGPT and Google Translate, to create content that is submitted as one's own. **In this course, the use of AI (automatic translation tools, ChatGPT, other LLM software...) is prohibited.** If AI use is suspected, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to **retain** these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them. Assignments should reflect the students' own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible, ethical learning environment that promotes critical thinking and independent inquiry, and allows them to produce original written contributions.

Intellectual Property and Copyright

All instructor-written materials (e.g. PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course, and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to any other person. These limitations extend to recording, photographing, or sharing lectures (online or in-person) and lecture material without permission. Posting the instructor's content from this course to online course sharing sites like OneClass or Course Hero without permission is both an infringement of intellectual property law

and a violation of academic integrity guidelines. The instructor will pass these cases on to the Western University Ombudsperson or their Department Chair as appropriate.

Additional Information

Contact information

The class TAs and I will normally respond to emails within 48 hours. We would be happy to meet with you in office hours to discuss your ideas.

Office hours

We will be holding online office hours this semester mostly via Zoom. Prof. MacLean will be holding office hours in her office, with the ability to hold them on Zoom from there. Sasha and Dakota will be holding their regularly-scheduled office hours on Zoom by default; however, they would be able to make in-person appointments for students who want to talk in person. Please don't hesitate to get in touch with us if you'd like to meet!

We are using a OneDrive form to organize office hour timeslots. Please sign up for an office hour timeslot using the following form:

[Alyssa MacLean Office Hours.xlsx](#)

As you can see from the form, the office hours of Sasha Parmasad, Dakota Jabbour-Ormsby, and Prof. MacLean are all listed in columns of different colours. Scroll to the right to see the signup columns for each Learning Pod leader. Please sign up for an appointment slot. Dr. MacLean is holding hybrid office hours, so you'll need to indicate whether you want to come in-person or via Zoom. The TAs will be holding online office hours, but may be able to accommodate in-person visits on request. If you just want to drop in to regularly-scheduled office hours (whether in-person or over Zoom), please do, but understand that the scheduled students will be helped first.

A note on our class content

Our course readings and discussions will often focus on serious, difficult, and potentially challenging topics that may ask you to step out of your normal comfort zone. Almost every work on our syllabus depicts mature, provocative, or even deliberately offensive content of some kind, such as trauma and gender-based violence, racist ideology, racial epithets, suicide, substance abuse, and forms of self-harm.

Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings. Nonetheless, we are all responsible for creating a space that is both intellectually rigorous and respectful, and I ask all students to participate in discussions in a spirit of intellectual curiosity, honesty, and empathy. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

Please consider approaching me ahead of time if you'd like spoilers for certain kinds of content or other information that would help you feel more able to appreciate the readings or class discussion. If you think a particular reading or topic might be especially challenging or unsettling, I encourage you to reach out to campus counselling services; if need be, your counsellor can contact us to discuss the situation.

OVERVIEW OF COURSE REQUIREMENTS AND ASSIGNMENTS

Attendance

This class will not have any synchronous elements such as attendance. All class participation will take place on discussion boards on Brightspace. That said, if there is a reason why you're not keeping up with the class, please speak to us. The process for requesting academic accommodation on medical or other grounds is described in the "Accommodations" section near the end of this syllabus.

Academic Integrity Tutorial on Brightspace

All students are required to have completed the Centre for Teaching and Learning's Academic Integrity Tutorial. To access the tutorial, please use the link provided in the Learner Resources unit in the course OWL site. Any students who have not completed the tutorial from a previous 1000-level course must complete it and upload their certificate by Friday Jan. 30.

Discussion board posts and engagement

This class depends upon regular and active engagement and participation from all students: this involves reading the course texts and our course content on time, reading actively, participating on our OWL discussion board, and responding thoughtfully to other students.

We will be diving the class up into "Learning Pods" for group discussion on OWL. Each Learning Pod will be led by Dr. MacLean or one of the class TAs. Each Learning Pod will have its own discussion board, which will be divided up into 2-week periods with 3-4 topic questions for the works we're studying in that period.

Students must contribute to the discussion board by writing a 100-250 word post **6 times during the year**; most posts should be 1-3 paragraphs long. Generally, the discussion board for a two-week period will open on a Monday, and close at 11:55 pm two Sundays later. Students will be required to post once during each period.

Please note that this timetable means that you must keep on top of the readings in this course! You will need to complete the reading well before the end of the unit to give yourself enough time to write a post on the discussion board.

Two more points:

- Given that the OWL discussion board is our learning space (and therefore private, since you need a password to log in), it is inappropriate to share the posts of other students or discuss the learning of other students in other non-scholarly contexts such as social media.
- **Textual support is required** for these posts. Posts that do not provide textual support (with analysis) will be automatically assigned a grade of 0.
- Given that each discussion board post, graded independently, falls below the normal 10% minimum threshold for academic accommodation requests, please note that **requests for academic consideration for late posts will be denied.**

Essays

There are 2 essays due for this class: one short essay (5 pages) and a research paper (8 pages). Papers in English should be written in MLA format; this method of documentation is described in the *MLA Handbook for Writers of Research Papers*, 9th ed, which is available as a digital download on the university's library website: https://ocul.uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991045045545305163.

It's also available for purchase at the bookstore. The OWL at Purdue website also has an abbreviated guide to MLA guidelines at <http://owl.english.purdue.edu/owl/resource/747/01/>.

Essays must include direct quotations with textual analysis to earn a passing grade.

Further details of these papers will be announced later in the course. I encourage you to discuss your papers with us in office hours as you work on them. On the day the essay is due, please upload a copy of your assignment to the “Assignments” page in OWL. Details about how to submit a paper in MLA format (i.e. how to format in-text citations and your bibliography) are listed in the MLA handbook and the “Learner Resources” section of our OWL page.

Close Reading Video Assignment

In this class, you'll be assigned to two different kinds of groups to foster collaboration and peer-led learning: a 33-person Learning Pod, and a smaller Video Team of 3-4 students. In mid-semester, your Video Team will be asked to isolate a close reading passage of 5-15 sentences (or, in the case of a film, a short clip of roughly 3 minutes), from *The Time Machine*, *The War of the Worlds*, *The Left Hand of Darkness*, *Arboreality*, or *Arrival*. Choose a close reading passage that a) bears significant meaning to the work, b) offers a wealth of opportunities for literary or film analysis, and c) offers new insight on the discussions about science fiction that we have had in previous classes. Each Video Team will be responsible for recording a 10-15 minute presentation, delivered **from notes** (NOT read!) over Zoom, that performs a close reading of that passage or clip. Think of this kind of like a podcast focused on that passage. Each team member needs to have roughly the same amount of speaking time in the video, and the video must have cameras on for all participants (backgrounds can be blurred if you desire). We recommend assigning roles to each team member to try to balance out the work for this assignment and make sure everyone has an opportunity to contribute.

Try to consider the following questions as you try to assess the strength of your choice of passage:

- Does it offer new kinds of information through multiple avenues of literary analysis (imagery, symbolism, paradox, setting, character development, etc.)
- Can you formulate an interesting and specific thesis about this passage?
- Will the passage's textual or formal elements inspire a good discussion based on the other conversations we've had in the class?
- Did examining this passage or moment closely prompt you to think in more complex ways about the work (or will it help others think in more complex ways about it)?
- Did it help you practice a particular approach to reading or interpreting literature or film that you hadn't tried before?

Each team should set up plans for the following:

- **1 introductory meeting** to say hello, tell each other about your interests, compare schedules, and set up future meeting times. Do this in person if you can (or at least “live” on Zoom). Faces matter! Try to flip through the books for this assignment to see which ones are your initial favorites.
- Passage deadline: the deadline by which all group members will have finished reading the appropriate text and will have each generated ideas for 1-2 potential passages. You should also make a list of any points of confusion you want to clear up, and make an appointment with your LP leader if needed (you can either send an envoy or make a group appointment)

- **1 brainstorming meeting** to agree on the best passage, start unpacking it together, develop a working thesis, and decide how you'll divide up the presentation (we suggest considering elements like theme, literary patterns, symbolic development, character development, connections to other works or themes in the class, etc; it will all depend on your chosen passage).
- Writing deadline: deadline by which all the group members will develop a more refined thesis about the passage, develop their talking points for the video, choose a quiet recording space, and rehearse their part out loud
- **A recording date** (give yourself time to record at least 2 takes)
- **A rain date for the recording date**, in case the first date goes sideways.

Please note that this assignment is structured in such a way that you will need to read your text in advance! We are also happy to consult with you in office hours if you'd like to discuss options as a group.

Each Learning Pod member will be required to submit a peer evaluation which we will use, along with your presentation, to determine your grade.

Invitation to Intervene: If there is some sort of issue or dispute occurring within your Learning Pod that is compromising the performance of the team, please email Prof. MacLean with an invitation to intervene. Resolutions will vary depending on the problem and may include talking to different parties involved, having each team member record their videos separately, giving one Learning Pod member a different mark than other members due to missed or partially-completed work, or assigning an alternative assessment for a Learning Pod member that is not participating fully (note that this alternative assessment may include an automatic grade cap to reflect that student's inability to work with the team).

Final exam

This course will have a closed-book, 3-hour **in-person final exam** that will cover all of the material of the course. Further details will be provided later in the course. Please note that this assessment is central to the learning objectives for this course. Accordingly, students seeking academic consideration for this assessment will be required to contact the Academic Advising office of your faculty of Registration and provide formal supporting documentation. Students who are granted academic consideration for this assessment will be provided with the opportunity to make up this work by writing the Special (make-up) Examination, which will be held in the second week of May. See the following link for details:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/definitions.pdf

General information about Academic Consideration and missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/academicconsiderationSep24.pdf>

This policy does not apply to requests for academic consideration submitted for **attempted or completed work**, whether online or in person. The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult: [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

<https://registrar.uwo.ca/academics/academicconsiderations/>

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All academic consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request without supporting documentation in this course. However, **the final examination for this course, which will be scheduled during the April examination period, is excluded from this policy and will therefore require formal supporting documentation.**

Late policy for essays and the video assignment

In this course, your written and video assignments have a no-questions-asked grace period of at least 48 hours. As the attached schedule of readings and assignments shows, these assignments have an **official deadline and a “flex deadline” allowing for an automatic extension**. As a result, the standard Policy on Academic Consideration – Undergraduate Students in First Entry Programs, which allows students to apply for automatic extensions without documentation, i.e.

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf, will not be applicable to the paper deadlines in this course. Students who are submitting their work after the original deadline but before the flex deadline do not need to notify us in advance.

Students who want an extension beyond the flex deadline may still seek out academic consideration, but the situation they're facing (i.e. the one they're seeking relief for) must have begun *before* the original deadline, and they will be required to go through academic counselling to have their extension request approved. Please note that the extension request may not be automatically granted by Academic Advising.

After the flex deadline passes, the penalty for late papers and assignments will be 2% per day. Late penalties will be applied for each day of the week, including weekends and holidays. Assignments that are submitted late may receive fewer comments. Essays that are more than 4 weeks late will not be accepted, even with Academic Consideration.

Essential Learning Requirements

Even when Academic Considerations are granted for missed coursework, the following are deemed essential to earn a passing grade:

- a grade of 50% on the Research Paper, to satisfy the Senate requirement that students must demonstrate “some minimal competence in essay writing” in order to pass this E-designated course;
- a grade of 40% on the final exam, to ensure that students demonstrate sufficient mastery of the learning outcomes

Additional Statements

Statement on Academic Integrity

We (i.e. students in this course, Professor MacLean, the Department of English and Writing Studies, Western University, and the scholarly community at large) share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. However, it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them, or rely on AI to create them. We also don't falsify data or sources, or hand in the same work in more than one course.

One of the learning outcomes of this course is to cultivate a clear sense of what academic integrity is: what academic integrity means for this discipline, why it matters, and how to practice it in our research. Please come and see us any time you have questions about how or why we engage in the practices of attribution and citation.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Statement on the Use of Plagiarism-Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

AI use

The use of AI software such as ChatGPT to draft or write assignments is strictly prohibited in this course. Any assignments that have been produced with the assistance of artificial intelligence will be considered instances of plagiarism.

For all assignments completed in this class, Prof. MacLean may require you to attend an in-person interview to discuss your work before the mark is finalized. The purpose of such an interview is to confirm that the work you have submitted is your own. If you are unable to speak meaningfully and coherently about your written work, we may judge the work in question to be plagiarized.

Accommodation Policies

Religious Accommodation

Western's Policy on Accommodation for Religious Holidays can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf.

In the case of mid-term tests, notification is to be “given in writing to the instructor as early as possible, but not later than **one week** prior to the writing of the test.”

Academic Accommodation and Accessible Education

Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf. Students with disabilities are encouraged to register with **Accessible Education** at the earliest opportunity. Accessible Education plays a central role in Western's efforts to ensure that its academic programs are accessible for all students.

http://academicsupport.uwo.ca/accessible_education/index.html

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Support Services

Academic Advising

Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:

https://registrar.uwo.ca/faculty_academic_counselling.html

Mental health support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

If you need help

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Schedule of Classes and Assignments

We recommend completing the assigned reading before reading the class material for that week. The class material for each unit contains spoilers!

As mentioned in the Discussion Board section above, the details of the opening/closing dates of each discussion board are still subject to change and will be confirmed as of Thurs. Jan. 8.

UNIT 1: THE ORIGINS OF SCIENCE FICTION	
Week 1, Mon Jan 5:	<p>Stanley Grauman Weinbaum, “A Martian Odyssey” Eleanor Arnason, “The Warlord of Saturn’s Moons” Unit notes for Week 1</p> <p>Tips:</p> <ul style="list-style-type: none">• This is a week for getting set up. See “Getting Started” page to start getting oriented and set up your systems• Write your intro post on your LP’s discussion board to introduce yourself to your fellow students• Fill out your Welcome Form to tell your LP leader about your background, your time zone, and any concerns you may have• if you joined the class after Jan 5, email Prof. MacLean so we can assign you to a Learning Pod
Week 2, Mon Jan 12:	<p>Mary Shelley, <i>Frankenstein</i> Unit notes for Week 2 Appendix I: Introduction to Shelley’s 1831 Edition (located in our Broadview edition, pp. 347-352).</p>

Week 3, Mon. Jan 19:	<p><i>Frankenstein</i> con't Unit notes for Week 3 Tip:</p> <ul style="list-style-type: none"> • read ahead this week to complete both novellas by Wells on time <p>Discussion Board 1 for weeks 1-3 due Sun. Jan. 25</p>
UNIT 2: UTOPIAS AND DYSTOPIAS	
Week 4, Mon. Jan 26:	<p>H. G. Wells, <i>The Time Machine</i> H. G. Wells, <i>The War of the Worlds</i> Unit notes for Week 4 Please complete the Academic Integrity tutorial on OWL and upload your certificate to “Assignments” by Friday Jan. 30.</p>
Week 5, Mon. Feb 2:	<p>Ray Bradbury, “There Will Come Soft Rains” Donald Barthelme, “Game” Avram Davidson, “The House the Blakeneys Built” Unit notes for Week 5 Discussion Board 2 for Weeks 4-5 due Sun. Feb 8 at 11:55 pm. Tips:</p> <ul style="list-style-type: none"> • get a head start this week on <i>The Left Hand of Darkness</i> • make plans now with your video team to choose a discussion date, a recording date, and a “rain date”
UNIT 3: ALIENS AND OTHERS	
Week 6, Mon. Feb 9:	<p>Ursula Le Guin, <i>The Left Hand of Darkness</i> (warning: it's long) Unit notes for Week 6 ESSAY #1 DUE Wed. Feb. 11 at 11:55 pm <ul style="list-style-type: none"> • Essay #1 flex deadline: Fri. Feb. 13 </p>
Week 7, Mon Feb 16:	<p><i>The Left Hand of Darkness</i> con't Discussion board 3 for Weeks 6 + 7 due Sun. Mar. 1 at 11:55 pm</p>
Feb 22-Feb 26	Reading Week
Week 8, Mon. Mar. 2:	<p>Denis Villeneuve, <i>Arrival</i> Tip:</p> <ul style="list-style-type: none"> • if you haven't yet had a good discussion with your video team, you're running out of time. Weeks 8 and 9 are optimal for your recording dates and rain dates.
UNIT 4: LESSONS FROM THE APOCALYPSE	
Week 9, Mon. Mar. 9:	<p>Campbell, <i>Arboreality</i> Discussion Board 4 (Weeks 8 and 9) due Sun. Mar 15 at 11:55 pm</p>

UNIT 5: CYBORGS, AI, AND THE POST-HUMAN	
Week 10, Mon. Mar. 16:	Aliette de Bodard, "Immersion" Isaac Asimov, "Runaround" Eileen Gunn, "Stable Strategies for Middle Management" Philip K. Dick, "Frozen Journey" Video assignment due Mon. Mar. 16; flex deadline Wed. Mar. 18
Week 11, Mon. Mar. 23:	Martha Wells, "All Systems Red" from <i>The Murderbot Diaries</i> Discussion Board 5 for Weeks 10-11 due Sun. Mar 29 at 11:55 pm
UNIT 6: AFROFUTURISM + CONCLUSION	
Week 12, Mon. Mar. 30	Victor Lavalle, <i>Destroyer</i> Essay 2 deadline: Thurs. Apr. 2; flex deadline Tues. Apr. 7 at 11:55 pm N.B. Fri. Apr. 3 is a university holiday
Week 13, Mon. Apr. 6	Paul Preuss, "Half-Life" Discussion Board 6 (Week 12-13 + review) will be due Wed. Apr. 8 at 11:55 pm (note extension because of end of term)
Apr. 10-11	Study days
TBA	In-person final exam during April exam period