1. Course Description


The aim of this course is to analyse the representation of science and technology in film. In the 20th and 21st centuries one of the most common ways that people learn about science is through film. Even though popular science books sell relatively well, most people learn about science, past and present, through film. These films exist in a very wide range of forms such as: documentaries, docu-dramas, feature films, television series, and YouTube videos. Some of these films remain close to existing scientific knowledge, some extrapolate into the future from this knowledge, and some move resolutely into the realm of fantasy, as is the often the case in Science Fiction.

New techniques in cinematography and computer-generated imaging have done much to change the film experience for modern viewers. The purpose of these films also varies considerably on the gamut of Instruction—Entertainment. All of them, however, engage the creative craft of the film maker to make a film that will interest its viewers, albeit for different reasons depending on the audience. Often films are based on existing texts (novels, short stories, plays, previous films), sometimes they are written explicitly as original screenplays. In some cases, the science is merely a backdrop for a larger story, in other cases the science is in the foreground; in some cases, the complexities of the science are discretely elided, in other
cases they are joyfully examined. In just about all cases though it is the human element that surrounds the science, and which truly brings the science to life for the viewer: good stories still enthral us.

The films that we will study will be from both the 20th and 21st centuries and will be drawn from a wide variety of examples. We will also address questions of inclusivity and diversity through the study of specific examples.

2. Learning Outcomes:

By the end of this course students should specifically have attained three goals:

1) knowledge of science related films based on a broad corpus.
2) knowledge of theoretical/conceptual tools which are essential for understanding discursive/textual relationships in general, and the science/literature relationship in particular; you will practice the construction of arguments based on a critical and reasoned approach to textual analysis;
3) knowledge of historical context for understanding links between science/technology and the cultural phenomena of the period.

3. Method of course presentation

Lecture and seminar presentations, analysis of texts, discussions, student presentations. The corpus of films forms the main structure of the course: our aim is to focus discussion on the films in order to understand how these creative works deal with issues of science and technology.

IMPORTANT:
Since this is a discussion class and a 4th year BAS course, consider your readings/viewings just as important as any written homework you do. I will call on people in class discussion, and I will expect you to have done the reading or viewed the film; I will also assume that assigned readings/films have been actively (not passively) prepared by students before the class meeting: this is essential for the smooth functioning of the course and will be taken into account when a final grade is assigned. According to University regulations, participation cannot be based on attendance. Your participation mark will therefore be based on: evidence that you have read and reflected on the texts/films, and your thoughtful contribution to class discussion. What counts here is quality—in terms of conceptual, analytical, oral and listening skills—rather than quantity. Being present for class without contributing to the discussion is
not sufficient.

4. **Method of evaluation**

20% One in-class team presentation: 10% based on coherence and quality of group presentation, 10% on individual work
20% Assignment #1: min. 5p, double spaced
10% Assignment #2 proposal (1 page)
30% Assignment #2: min 12p, double spaced
10% Participation and preparedness
5% Reflective text at the end of the course
5% Reflections log

Keep back-up copies of all work submitted to the instructor.

****Late assignments will be accepted only with prior permission of the instructor. 3% will be deducted from mark for each day late.****

5. **Films**

Most of the films that we will study will be screened in class, some will be available on CourseLink to be viewed outside of class.

There is no text for this class. However, there will be a number of readings which will be available on CourseLink. These are indicated in the course outline.

**It would also be advisable for students to obtain their own copies of as many of these films as possible for review, study, and preparation of essays.** Most are available for purchase on Amazon, some are available for viewing on Netflix, Amazon Prime, and Youtube. These films are the texts that you are studying.

**UNIVERSITY DESCRIPTION OF GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
</tbody>
</table>
As per Chapter VIII of the Undergraduate Calendar:

**80-100 (A)** Excellent. An outstanding performance in which the student demonstrates superior grasp of the subject matter and will an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, to analyze and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

**70-79 (B)** Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

**60-69 (C)** Satisfactory. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

**50-59 (D)** Poor. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

**0-49 (F)** Fail. An inadequate performance.

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6. **Digital Etiquette Policy/Code of Conduct**

This section outlines what your peers and your instructor want and need from you in order to ensure an optimal learning experience. The justification for these guidelines is **courtesy** for all members of the class. When you are present in class, you will be expected to participate and
follow the work in class.

We live in an ‘electronically enhanced’ environment: these omni-present devices are tools we use to do our work, communicate, and simply entertain ourselves. It is my expectation that students will act responsibly when using electronic devices in class.

Phones: Cellphones and/or other entertainment devices are to be muted before class and not used during class-time.

Laptops: You may use a laptop, ipad, or other device to take notes during class, or to look up related information. Do not use an electronic device during class to: play a game, check social media, send messages, buy shoes, plan your vacation to Barbados, etc. If you find it hard to avoid surfing, messaging, or social networking while in class, do yourself, and your classmates, and your instructor a favour and leave your laptop closed.

In cases of repeated inappropriate use of electronic devices, I will ask the individual in question to leave the class.

7. Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

https://www.uoguelph.ca/registrar/calendars/undergraduate/2019-2020/c08/c08-amisconduct.shtml

Especially take note of the Ten Golden Rules at:
https://academicintegrity.uoguelph.ca/academic-integrity/ten-golden-rules-academic-integrity

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with the instructor.

8. When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

9. Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml

10. Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.
Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website https://www.ridgetownc.com/services/accessibilityservices.cfm

11. A Note on the Use of Turnitin in this Course

This course uses Turnitin (integrated with the CourseLink Dropbox tool) to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

For the presentation of written work, the MLA Handbook (8th Edition, 2016) is the guide you should follow in this course.

12. E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: your U of G e-mail account is the official route of communication between the University and its students. This will be the principle method of communication outside of class hours. I will use this method to communicate with you.
13. Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate, or guest lecturer.

ASCI 4030 2020W CLASS SCHEDULE

This class schedule is subject to change. Students are required to keep themselves informed of any changes to the schedule: should there be any, these will be announced in class and communicated by e-mail. Keep this document handy.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Films/Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 7</td>
<td>Organisation and Introduction; creation of teams</td>
<td>&quot;Frankenstein&quot; (1931) excerpt</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>“The Future of Science in Film”</td>
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<td></td>
<td></td>
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<td>“What is science?”, Brake and Chap 1.</td>
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<tr>
<td></td>
<td>January 9</td>
<td>Rhetoric, communication, representation</td>
<td></td>
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<tr>
<td>2</td>
<td>January 14</td>
<td>Viewing</td>
<td><em>Metropolis</em></td>
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<tr>
<td></td>
<td>January 16</td>
<td>Viewing, discussion</td>
<td></td>
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<tr>
<td>3</td>
<td>January 21</td>
<td>Viewing</td>
<td><em>The Time Machine</em></td>
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<tr>
<td></td>
<td>January 23</td>
<td>Viewing, discussion</td>
<td></td>
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<tr>
<td></td>
<td>Date</td>
<td>Event Description</td>
<td>Film/Link</td>
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<td>---------------------------------------------------------------------------</td>
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| 4 | January 28 | Discussion of films pre-viewed on CL                  | Mysterious World of Maths  
https://www.youtube.com/watch?v=cyvDG8qjt-M&t=275s  
Space (with Brian May)  
https://www.youtube.com/watch?v=6nISwx3VbRA  
Decoding the Antikythera Mechanism  
https://www.youtube.com/watch?v=jSQNEPbQOi  
“Why Science is Media Dumb” M. Crichton |
|   | January 30 | Team 1                                                  |                                                                           |
| 5 | February 4 | Viewing of film                                        | Copenhagen                                                                |
|   | February 6 | Viewing & Discussion                                    |                                                                           |
| 6 | February 11| Team 2                                                  | Ex Machina                                                                |
|   |            | Assignment #1 due                                       |                                                                           |
|   | February 13| Viewing of film                                         | Ex Machina                                                                |
| 7 | February 17-21| Winter Break                                            |                                                                           |
|   |            | First Set of Reflections                               |                                                                           |
|   |            | due: February 20                                        |                                                                           |
| 8 | February 25| Viewing                                                 | Hidden Figures                                                            |
|   |            | Team 3                                                  |                                                                           |
|   | February 27| Viewing and Discussion                                  |                                                                           |
| 9 | March 3    | Team 4                                                  | Lorenzo’s Oil                                                            |
|   |            | Viewing                                                 |                                                                           |
|   | March 5    | Viewing/discussion                                      |                                                                           |
| 10| March 10   | Team 5                                                  | Madame Curie                                                              |
|   | March 12   | Viewing                                                 |                                                                           |
|   | March 17 | Discussion  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Final Paper Proposal due: March 16</th>
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<tbody>
<tr>
<td>March 19</td>
<td>Team 6</td>
<td><em>Arrival</em></td>
</tr>
<tr>
<td>12</td>
<td>March 24</td>
<td>Viewing</td>
</tr>
<tr>
<td></td>
<td>March 26</td>
<td>Discussion</td>
</tr>
</tbody>
</table>
| 13 | March 31 | Team 7                          
|     |         | Reflection Assignment Due       |
|     | April 2 | Review                          
|     |         | Assignment #2 Due               |

Version: Jan 14, 2020