

HISTORY 151: SCIENCE IN FICTION

FALL 2019

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Harvey Mudd College, HSA Department

OFFICE HOURS: Fridays 4 – 5 pm

APPOINTMENTS: www.tinyurl.com/prof-hamilton-appts
You can use the link above to view available times and to book appointments. Please give me at least 12 hours notice and cancel promptly if your plans change. We will meet in my office, Parsons 1278.

CLASS: Friday 1:15 - 4:00 pm
SHAN 3461

COURSE OVERVIEW: Novels and short stories in which scientists play a central part provide a fascinating glimpse into the public perception of science. These texts can inhabit multiple roles, reflecting and perhaps helping to shape the goals and values of scientists, but often also offering critiques of those same values. As a class, we will read 5 novels spanning 2 centuries in which the practice of science is fundamental to the stories being told. As historians, we will begin each text assuming we know nothing about the culture of science in the period in which it was written and we will work to tease out clues and questions about that culture as we read. In addition, each student will have the opportunity to pursue a historical research project centered on a fictional source of their choice.

GOALS:

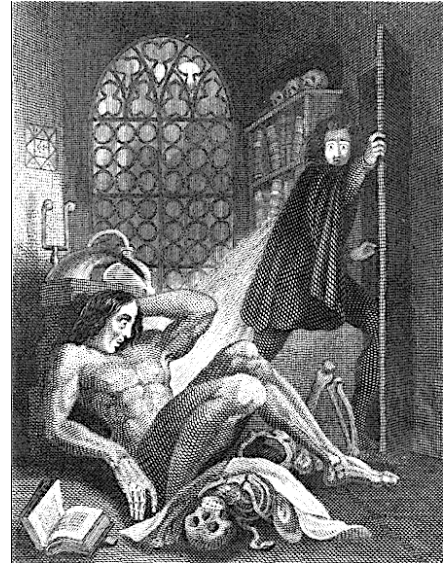
Our primary objective is to discover in these works of fiction some key features of the changing cultures of science in the 19th and 20th centuries. In addition, students will:

- develop their ability to do a close reading of a fictional source
- practice using evidence from primary sources in a historical argument
- learn how to identify and evaluate the evidence given for an argument in a scholarly secondary source
- begin to articulate some of the challenges in extracting historical evidence from works of fiction

EVALUATION:

Participation:

discussion, group work, quickwrites	20%
3 short papers (800 – 1000 words)	30%
Research Paper (3500 – 3800 words)	
Part 1	10%
Presentation	10%
Final Paper	30%



You must complete all course requirements in order to pass the course.

Course Readings: The following books are available at the Huntley Bookstore. I strongly recommend that you purchase the editions listed below so that you will be able to flag particular page numbers during class discussions.

1. Mary Shelley. *Frankenstein* (Penguin Classics Edition) Penguin Books (2003)
ISBN 978-0-14-143947-1
2. H.G. Wells. *The Island of Dr. Moreau* (Edited by Mason Harris) (2009) Broadview Editions ISBN 978-1-55111-372-2
3. Fred Hoyle. *The Black Cloud*. Valancourt Books (2015) ISBN: 978-1941147429
4. Ursula K. Le Guin. *The Dispossessed*. Harper (2014) ISBN: 9780060512750
5. Barbara Kingsolver. *Flight Behavior*. Harper (2013) 978-0-06-212427-2

Additional course readings will be available as pdfs on the sakai site. In order to participate fully in discussion, **you must bring your readings and reading notes to class.**

Deadlines for Written Work: All work is due at 10 pm on the date indicated and should be uploaded through Assignments on Sakai. It is your responsibility to ensure that the upload was successful. (Please note that the class meets on Friday, but most assignments are due on Mondays).

SHORT PAPERS (PICK 3 OF 5)

Sept. 30 Paper 1: Frankenstein*
Oct. 14 Paper 2: Moreau*
Oct. 28 Paper 3: Black Cloud
Nov. 18 Paper 4: Dispossessed
Dec. 2 Paper 5: Flight Behavior

ADDITIONAL DEADLINES

Oct. 11 Choose book for Final Project
Nov. 4 Research Paper Part 1
Dec. 13 Research Presentations
Dec. 18 Final Paper Due

* You must write one of the first two papers.

Class Participation (20%)

Discussion and group work: This is a seminar class, which means that we will approach the material together through discussion. You are expected to come prepared to contribute to the conversation each week. Please see the attached rubric showing how your contribution to the discussion will be evaluated. You may miss one class period without penalty. If you need to miss a class because of an illness, emergency or religious holiday please let me know as soon as possible. Absences for these reasons will not count towards your one excused absence.

Quickwrites: We will do some informal writing for 10 – 15 minutes at the start of most classes to give you a chance to reflect on the reading before our discussion and to generate ideas for your short papers. These will be given a 1 or 0 and will contribute to your participation grade. You may miss one quickwrite without penalty.

3 Short Papers: (30%) (800 – 1000 words each) You will have the opportunity to write a short, argumentative paper addressing one historical question posed by each of the novels we read. These papers will give you a chance to think more deeply about one question or argument discussed in class and must make use of one source in addition to the novel

(detailed guidelines will be handed out in class). We will read 5 novels together and you will be graded on 3 papers.

Research Paper: (3500 – 3800 words) The major project for this course is a historical research paper centered around a work of fiction in which the practice of science plays a central role. You will be asked to make use of evidence from additional primary sources as well as scholarly secondary sources to contextualize your interpretation of your chosen fictional text.

We will approach this project in stages. **Part 1**, due Nov. 4, will be an extended 4-5 page proposal in which you will pose a historical question, evaluate relevant evidence from a close reading of your novel, and develop an annotated bibliography of the primary and scholarly secondary sources you intend to use in your research. You will share your work in a short **Research Presentation** during class on Dec. 13 and the **final paper** is due Dec. 18.

Course Policies

Email: I am happy to answer short queries by email. If your question requires a longer answer I may ask you to set up an appointment to see me. Please allow up to 24 hours for a reply (and possibly longer on weekends).

Laptops and Cell Phones: You may bring your laptop to class in order to take notes but please disconnect from the web unless instructed otherwise. Cell phones must be off or in silent mode.

Extensions: Extensions will only be granted in case of serious illness or other significant circumstance. In all cases, please be prepared to submit documentation. If you request an extension because of illness I may ask for a certificate from the health clinic. If you anticipate the need for an extension please make every effort to contact me before the relevant deadline.

Plagiarism: All work submitted for this class must be your own and must not have been previously submitted for credit. All sources must be properly cited. Take a look at <http://libraries.claremont.edu/achontutorial/pages/> or <http://www.writing.utoronto.ca/advice/using-sources> for advice on using sources appropriately. Please keep all rough notes and drafts for any work that you pass in. Failure to provide these notes if asked may result in a zero on the assignment.

Submitting course work: All course work should be submitted through Assignments on Sakai.

Late Penalty: There is a 24 hour grace period on all paper deadlines but after that I will apply a late penalty of 5% of the assignment grade per day. Once per semester, each student may take an additional one-time 2-day extension, no questions asked. Further extensions will only be granted in case of serious illness or other significant circumstance.

In these cases, please be prepared to submit documentation. If you request an extension because of illness I may ask for a certificate from the health clinic. If you anticipate the need for an extension please make every effort to contact me or the Dean of Students Office before the relevant deadline.

The Writing Center provides a welcoming space for writers to get feedback on their writing and presentation projects. Writing Center Consultants are prepared to assist students in any discipline with any stage of the writing process, from developing an idea to polishing a final draft. Even the most accomplished writers benefit from seeking feedback at the writing center. The center is open Sunday through Thursday evenings from 7-11 and Saturday and Sunday afternoons from 3-5. It is located in Shanahan 1470, just up the walkway from the cafe. You may schedule an appointment through their website, www.hmc.edu/writingcenter, or you may simply drop in during normal hours. If you'd like an appointment outside of normal hours, you may email writing_center@hmc.edu with your request.

Accommodations: If you need accommodations for a documented disability, please talk to me or contact Brandon Ice, the HMC Student Accommodation Advisor (bice@hmc.edu). You will find information about disability resources on the college website: <https://www.hmc.edu/ability>. Students from the other Claremont Colleges should contact their home college's disability officer.

Schedule of Topics and Major Deadlines

Sept. 6 – Introduction

- A. Syllabus and Introduction
- B. *Gulliver's Travels* excerpt and discussion

Sept. 13 – Frankenstein I

Read: *Frankenstein*. Mary Shelley (including Author's Introduction).

Bring to class: 1-2 historical questions prompted by the text

Sept. 20 – Frankenstein II

Read: A. Alan Rauch. "The Monstrous Body of Knowledge in Mary Shelley's 'Frankenstein,'" p.227-253.

B. Anne Mellor. "*Frankenstein: A Feminist Critique of Science*," p.287-312.

Bring to class: A few sentences paraphrasing Rauch's and Mellor's main arguments.

Sept. 27– Moreau I

Read: *The Island of Dr. Moreau*. H.G. Wells. (p.71-174)

Bring to class: 1 - 2 historical questions prompted by the text

Sept. 30: Paper 1 (Frankenstein)

Oct. 4 – Moreau II

Read: Appendix D: “Evolution and Struggle,” Appendix E, “Evolution and Struggle II,” Appendix F: “Degeneration and Madness,” and Appendix G: “The Vivisection Controversy,” p.195-269.

Bring to class:

- A significant quote from one primary source in each Appendix.

Oct. 11: Black Cloud

Read: *The Black Cloud*, Fred Hoyle. Prologue and Ch. 1 -6.

Bring to class: 1 - 2 historical questions prompted by the text

Choose a novel to work on for your final project and email me before class.

Oct. 14: Paper 2 (Moreau)Oct. 18: Black Cloud

Read: *The Black Cloud*, Fred Hoyle. Ch. 7 - 12, Conclusion and Epilogue.

Bring to class: 1 - 2 historical questions prompted by the text

Oct. 25 - Research Class

Read: A. Merton, “The Normative Structure of Science.”
B. The novel for your research project.

Bring to class: Your research novel and explanations of Merton’s norms in your own words.

Oct. 28: Paper 3 (Black Cloud)Nov. 1: Dispossessed I

Read: *The Dispossessed*. Ursula K. Le Guin (Chapters 1 - 6)

Bring to class: 1 - 2 historical questions prompted by the text

Nov. 4: Research Paper Part 1Nov. 8: Dispossessed II

Read: *The Dispossessed*. Ursula K. Le Guin (Chapters 7 - 13)

Bring to Class: At least one possible thesis statement for a short paper on *The Dispossessed*. It might help to think back to Merton.

Nov. 15 – Flight Behavior I

Read: *Flight Behavior*. Barbara Kingsolver (Chapters 1 - 9).

Bring to class: 1 - 2 historical questions prompted by the text

Nov. 18: Paper 4 (Dispossessed)

Nov. 22 – Flight Behavior II

Read: *Flight Behavior*. Barbara Kingsolver (Chapters 10 - 14).

Bring to Class: At least one possible thesis statement for a short paper on *Flight Behavior*.

Nov. 29 - NO CLASS (Thanksgiving Break)

Dec. 2: Paper 5 (Flight Behavior)

Dec. 6 –Science on Screen

No reading for class. Work on your research projects.

Dec. 13 - Research Presentations

Dec. 18: Final Paper

(No course work will be accepted after 6pm on Friday, Dec. 20)

Participation Rubric

You will be graded on the contributions that you make each week to the class discussion. Careful reading and preparation for each class will help you to make thoughtful and meaningful contributions.

In order to participate fully, you must bring your readings and your reading notes to class.

A	A-	B	C	D	F
<ul style="list-style-type: none"> actively supports, engages and listens to peers (ongoing) arrives fully prepared to every class continually plays an active role in discussion comments consistently advance the level and depth of discussion 	<ul style="list-style-type: none"> actively supports, engages and listens to peers (ongoing) arrives fully prepared to almost every session plays an active role in discussion (ongoing) comments occasionally advance the level and depth of the dialogue 	<ul style="list-style-type: none"> makes a sincere effort to interact with peers (ongoing) arrives mostly, if not fully, prepared participates constructively in discussions (ongoing) makes relevant comments based on the assigned material 	<ul style="list-style-type: none"> limited interaction with peers preparation, and therefore level of participation, are both inconsistent when prepared, participates constructively in discussions and makes relevant comments based on the assigned material 	<ul style="list-style-type: none"> virtually no interaction with peers rarely prepared rarely participates comments are generally vague or drawn from outside of the assigned material demonstrates a noticeable lack of interest (on occasion) 	<ul style="list-style-type: none"> no interaction with peers never prepared never participates demonstrates an ongoing lack of interest in the material

Adapted from a rubric presented by Adam Chapnick in *The Teaching Professor* March 2005.