Cyberpunk Film & Fiction
ENG 5833   17630

English Department

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Class Information

Fall   2012   Block I   8 Weeks   8-20   to   10-10
WWW   Online Course   D2L

UCO: www.uco.edu
Eng Dept: www.libarts.uco.edu/english

Instructor: Dr. Wayne Stein, Professor

Student Information Sheet and Syllabus Attachment

- http://www.uco.edu/academic-affairs/files/studentinfosheetfal12.pdf

Preferred Contact Method

- 974-5618, voice mail; 974-3811 fax
- e-mail: wstein@uco.edu

Office Hours and Location

- 10:30AM-Noon Mon - Fri or by Appointment
- Liberal Arts 105J

Biography

Being a professor, he teaches classes on Asian culture, world literature, and the history of rhetoric. He was awarded the DaVinci Fellow from the Oklahoma's Creativity Think Tank (2008), the ESL Professional of the Year Award from OKTESOL (2003), the Service to the Sanga (Community) Award from the Stillwater OSU Buddhist Society (2003), and various other awards. He has published books, chapters, and articles for newsletters, newspapers, and encyclopedias. He is the advisor to the UCO Budo Society, a Japanese martial arts club. Join for free. He graduated from Oklahoma State University with his Ph.D. in English.

Course Information

Course Descriptions

ENG 5833 Cyberpunk Film and Literature. Students will explore the visual and literary sub-genre of science fiction called cyberpunk. Student will learn to define the genre according to the themes of the invasion of the mind, the ontology of cyborgs, and the paranoia of oppressive politics: our current reality. Finally, students will assess the value this genre has in postmodern world fiction.

5833 Prerequisites: Graduate Standing

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Course Objective:

The primary goal of this course is to examine this contemporary movement of speculative fiction (SF) where technological possibilities enhance and distort our present/future. Specifically, how do we define cyberpunk in film and fiction? Primarily, it remains a subgenre of science fiction. Secondarily and basically, it has become science fiction with an anti-hero attitude. The word "cyberspace" originated from William Gibson's book *Neuromancer* (1984), which initiated this hyper-movement. What are its characteristics as we examine cyberpunk works?

Such things as cloning and virtual reality are no longer realms of speculative imagination but our current realities. This class examines the fears we have of technology and the human sciences (dystopian novels) while exploring the positive possibilities about the future (utopian novels). Questions about gender and otherness, metaphysics and ontology, postmodernity and postcolonialism will be raised during this class on cyberpunk and post-cyberpunk possibilities.

Course Expectations:

- Students will contribute to class discussions on films, readings, and issues.
- Students will complete two written reports, involving some research, problems solving skills, and critical analysis.

Transformational Learning Objectives (Central Six)
Transformative learning goals (the Central Six) have been identified as: Discipline Knowledge; Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.

Cyberpunk has an Asian sensibility, specifically Japanese, where Shintoism deals with the transformative nature of reality and dreams, along with power and purity.

This course addresses **discipline knowledge**; **leadership; problems solving (research, scholarly and creative activities); service learning and civic engagement; global and cultural competencies, health and wellness** of the university's transformative learning goals. Specifically, these goals are met by the following methods:

- By engaging in the course material and lectures, students will gain a competency in **discipline knowledge.** They will gain a knowledge of the various scholars and issues, the major authors/filmmakers, and the key works associated with the field of study.
- Students shall show **leadership skills** by engaging in each week's discussions; by examining topics related to the social, cultural, and philosophical contexts of the texts under discussion; and

by defining and developing major independent research projects. They must demonstrate a sensitivity to listening to others while respecting their views. Students don't have to agree. Having proper etiquette skills is key to developing a leadership persona.

- Students will understand about **service learning and civic engagement** in this course. Confucianism is about living within the hierarchy of service and respect for others. To be part of Chinese culture is to be engaged within the community. Civic engagement is a key characteristic of Confucianism.
- During the course, students will use **problem solving skills** like searching for academic sources and valuable background information. Thus, students will participate in research and scholarly activities as they explore a wide range of texts, visual and written, while completing important research projects. Critical thinking is a crucial part of problem solving.
- Students will obtain **global and cultural competencies** through the intensive study of social, political, religious and philosophical movements, mainly, Buddhism, Confucianism, and Shintoism.
- Finally, students will approach the **mental health and wellness** of another culture and compare that to the psychological, psychic and paranormal attitudes of the mysteries of life and afterlife, dreams and realities found in Western society.

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Required Books

1) Gibson, William. *Burning Chrome.* New York: Eros, 2003. ISBN-13: 978-0060539825.
2) Stephenson, Neal. *Snow Crash*. New York: Spectra Books, 2000. ISBN-13: 9780553380958.

The books are available at the bookstore, but they tend to under order the amounts, so go quickly. If you are not able to find them there, order online. Be sure to add additional postage or it may take up to 10 days or 2 weeks to receive them. Don't get behind.

Web Site

Donna Haraway's *'Cyborg Manifesto" (1991)*
- http://www9.georgetown.edu/faculty/irvinem/theory/Haraway-CyborgManifesto.html
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List of Films
Most films are available in the bookstore for purchase. However, you may have to rent some films. Amazon, Netflix, Hulu Plus all have online rentals where you can download the films to your computer. Check prices and availability.

Some films are optional. However, I would highly suggest watching them if you want the full effect of cyperpunk.

Proto-cyberpunk
- *Bladerunner* (Director's Cut, Ridley Scott, 1982)
- *Videodrome* (David Cronenberg, 1983)

Cyberpunk:
- *Ghost in the Shell* (Mamoru Oshii, 1997)
- *[Ghost in the Shell 2: Innocence* (Mamoro Oshii, 2004) optional]

- *The Ultimate Matrix Collection* (Andy Wachowski and Larry Wachoski, 1999) M*atrix, [Matrix Reloaded (optional), Matrix Revolution (optional)]*
- *Animatrix (Second Renaissance, Kids Story, Program, World Record, Beyond, Detective Story, Final Flight of the Osiris. Matriculated*) (Part of *Matrix* Collection)

Post-Cyberpunk
- e*XistenZ (*David Cronenberg, 1999)

Suggested Reading List
- Dick, Philip K. *Do Androids Dream of Electric Sheep?*
- Orwell, George. *1984.*
- Sammon, Paul M. *Future Noir: The Making of Blade Runner*.
- Ruh, Brian. *Stray Dog of Anime: The Films of Mamoru Oshii*.
- Shirow, Masamune. *Ghost in the Shell* (manga). 2009

Course Policies

Participation in Communicative Learning

Students will engage in class discussions where they will have an opportunity to interact, to question, and to react to responses posted by other students. Interaction in course discussion can add value to the class participation. Therefore, if you find a student's post to be of high quality or invigorating to read, let the student know. Online learning can be as stimulating as a regular class only if you add addition peer feedback to others.

Graduate Writing Expectations
All graduate students are expected to write, think, and participate at a higher level of consciousness. Therefore, a higher level of quality is required. Study smart and work hard while being critical. Impress me.

ADA Statement regarding special accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must contact the assistant director of Disability Support Services, Kim Fields, in room 309 of the Nigh University Center, (405) 974-2549.

It is the student's responsibility to contact the instructor as soon as possible after the DSS has verified the need for accommodations to ensure that such accommodations are implemented in a timely fashion.

VISIT DAILY

Make it a habit to visit the site daily and read what others write. You can post assignments ahead of time. You can react to other posts. You can answer a question that another student asks if you think you know the answer. By visiting daily, you stay active and engaged. Keep to the subject of the class.

It is so easy to forget a due date or that the class exists. Be vigorous and show enthusiasm. Do extra work. Don't be average. I know how many times you visit, how many times you post, and how much time you put into the class. The course keeps a record.

Regents' Statement on Homework Expectations

It is expected that a full-time college student will spend a minimum amount of time each week in class attendance and study out of a class approaching a 40-hour work week. A person employed on a full time basis should not simultaneously expect to maintain a full-time academic schedule.

At the undergraduate level, this means that for each hour in class, a student is expected to spend at least three (3) hours doing homework. For a three credit class, a student is expected to spend nine (9) hours a week doing homework.

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Attendance Policy and Due Dates

Since this is a cyber class, we meet only through cyberspace. There is no attendance policy because there is no physical class to attend; however, students have specific due dates, and midnight, central standard time, is the exact time for each due date.

Policy for Late Assignments

A student will not be reminded that a due date is coming up, nor will a student be contacted if an assignment has not been posted. Contact the instructor before an assignment is due if any problems arise to cause one to miss the due date.

Emergency Withdrawal Form

It is your responsibility to withdraw from class if you cannot complete the work or if some unexpected problems arise. If the withdraw date has passed, then you must complete an emergency withdrawal form. Please go to the enrollment to see if you qualify. I must sign it. This must occur as soon as possible. This must occur as soon as possible before the end of class, not after the class is over!

Incomplete Form

This instructor cannot give a student the grade of "W" nor will the grade of "I" be given if more than one assignment is missing.

The grade of "I" is given only if it is the last assignment and if you have a written excuse from a doctor, a funeral, or some other documented event. You have one semester to make up this grade. I must be informed before the due date that an assignment is not being turned in and that you have medical problems.

Therefore, if only the last assignment for the class is missing, then you can qualify, but we both must sign an incomplete form.

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NEED HELP?

If you have a question about the class, go to the course and ask any question. Anyone can answer the question. I will also add feedback here. Give the instructor 24 hours to respond to messages. However, messages sent from Friday afternoon to Sunday will be examined on Monday.   Also someone from class may answer too.

E-MAIL the instructor: wstein@uco.edu. If it is more personal, send an e-mail to me. When one sends a message, always send a copy to oneself and save it. This is your insurance.   Give the instructor 24 hours to respond to messages. However, messages sent from Friday afternoon to Sunday will be examined on Monday.

Anything posted after the due time will have points deducted: 35 points a day.

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Weather Problems

Lightning strikes can cause a computer to crash and assignments to be lost. Turn off the computer. You can turn your paper in late with no points taken off if an electrical storm occurs. When the storm passes, e-mail me if it is going to be late. Be sure to write on the paper turned in that a thunder storm occurred.

Time Management

Do not wait until the last minute to do a report because life often happens and gets in the way. The holiday break can be a busy time. Do extra work when you have time. Unexpected visits, your computer crashes, family illnesses can and do occur. So make it a habit to finish early. Plus, this allows an assignment to cook a bit in the mental oven. That way if you fall behind, you will be on time and dazzle me with your insights.

What is Plan B?

If your computer crashes, you must be able to continue with the class and access the Internet. Kinkos is open 24 hours. Someone you know has computer access.   Always have an extra printed copy.

CREATE A PAPER FOLDER.

KILL THE TREES!

Put everything into a folder.

- PRINT OUT THE SYLLABUS.
- PRINT OUT A COPY OF ALL ASSIGNMENTS.
- PRINT OUT DRAFTS OF ASSIGNMENTS.
- PRINT OUT THE COURSE NOTES.

WORD (or Word Perfect) FIRST

I would suggest you type all assignments and even e-
mail messages in Word first and save it. Then copy and paste into the course. You might be logged
you out if you have not been active.

Even for your reactions, craft or cook it in Word, and then copy and paste it into the discussion board.
Impress me.

Originality vs Plagiarism

I reward effort and originality. To copy or use someone else's work as your own is not a wise endeavor in
this class, or to modify another author's work without giving that person credit is a form of thief, an
academic crime. DO NOT PLAGIARIZE. Turnitin.com is both a plagiarism detection site and a
plagiarism prevention site. After you post your assignment, you can check the originality report. If you did
not complete the documentation or paraphrasing correct, it will show. You can correct it and simply re-
submit. You cannot re-submit on late paper or after the due date, so it is in your best interest to not wait
until the last minute.

Brief comments will be made on your reports, so return to the same place you posted them after one
week to read the comments. The final report may only have a grade listed without comments in an effort
to post grades in a timely fashion.

Turnitin.com Plagiarism Syllabus Statement:

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this
course, all required assignments may be subject to submission for textual similarity review to
Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source
documents in the Turnitin.com restricted access reference database for the purpose of detecting
plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and
Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism
prevention tools and methods which may be utilized by your faculty instructor during the terms of the
semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism
allegations against you.

Originality Report

Turnitin.com will generate an originality report, which will show the instructor and the students which online sites were used. If a student failed to format or cite the source correctly, the student can resubmit a revised paper BEFORE the due date ends. After the due date, no new submissions are allowed if you have already turned in a copy. Use the originality report to check your errors, then resubmit BEFORE the due date. Work ahead!

Formatting Errors with Turnitin.com

When submitting to turnitin.com, formatting problems concerning documentation of sources may occur. Your instructor knows this and will review the original paper, so don't worry. Depending on the severity of the mistakes, some points may be deducted. Below are some common errors that you need to avoid.

- You name all the sources in the Works Cited, but forget some in the paper.
- You forget to use quotation marks, but you list the source and page number.

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Course Requirements:

Value	Assignments	Due Dates
10%	1. Discussion Reactions #1-10	5th Week Thurs Sept 13, 2012
30%	2. Creative Report	6th Week Thurs Sept 20, 2012
10%	3. Discussion Reactions #11-20	8th Week Tues Oct 09, 2012
50%	4. Cyberpunk Report	8th Week Wed Oct 10, 2012

100%

90-100%=A
80-89%=B
70-79%=C
60-69%=D
0-59%=F

Discussion Reactions, #1-10, #11-20

These reactions will be over films, readings, and other topics. You also have an option to do a cyberpunk role playing game (RPG) adventure. I would suggest typing the response in Word or Word Perfect and then copy and paste it into the discussions. Keep it at an academic, professional, and scholarly level.

Prompts to respond to:

- How is the film or reading related to cyberpunk? Is it proto-cyberpunk, a cyberpunk or a post-cyberpunk? See definition in notes.
- Focus on a particular scene and explain why that is a key scene of the reading/ film. Be sure to connect it to some sort of definition to cyberpunk.
- What can be learned from the work?   Do you recommend the work? Why or why not?

The instructor will not comment on every reaction, but will comment a few reactions, especially on aspects of some reactions that were found to be engaging.

Being critical

Posting first can have its advantages because you can sound more critical and original in thought. If you post later than others, read what they have posted. Try not to repeat or post something that has already been stated or quote the same passages that have been used. If there is nothing new to say, then acknowledge what other students have posted by using their names, quoting from them. Then try to extend and develop the class thoughts a bit more. In other words, try to figure out what others have missed. Ask new questions and try to answer. Does the reading point to something else? Be more critical. We don't have to be right, but try to stand out. What are we not thinking about?

Connection to Report

As you write your reaction, ask this: is this work interesting to me or disturbing to me? If so, perhaps this will become source material for one of my reports. If so, read what others are writing about it, start researching about the work or issues associated with the work.

Deductions

<mark>Take off 35 points a day for late reactions</mark>. Those responses posted after 3 days will be given no credit. If it was turned in on time and contained key quotes, it should be awarded a superior grade.

Grading Rubric for Discussion Reactions

The grade is based on the quality of observation and prose.   I would suggest typing it in Word and then copy and paste it into the course. You must have key quotes from the readings/films, using quotation marks and page numbers when appropriate.

- **Below 70 Poor execution**. You did not spend much time on it. You probably didn't watch the film or read the assignment because no specific mention of key scenes or key quotes are provided. No page numbers were mentioned. No quotation marks were given. Grammar and mechanical errors abound. You wrote in complete sentences in a formal academic manner. Work harder next time!
- **70-79 Average.** You demonstrated you read the assignment or watched the film, but you may not have put in much effort. You had some quotes with quotation marks and had the page number listed. You probably stated the same thing that someone else stated and even the same passages / scenes. You wrote in complete sentences in a formal academic manner. It was okay!
- **80-89 Good, above average.** You had some quotes with quotation marks and had the page number listed. You made some interesting and insightful observations that other students did not. You may have stated the same thing that someone else stated and even the same

passages / scenes. You wrote in complete sentences in a formal academic manner. Your writing style and craft were also above average. Very good!

- **90-100 Superior.** You provided some quotes with quotation marks and had the page number listed. You posited some interesting and insightful observations that other students did not. You demonstrated a mastery of the text, an academic prose style, and a superior skill in writing with little to no mistakes in mechanics, spelling, or grammar. You probably completed some extra work, cited an interview by the author, a critical article, or compared the work to another reading in the text. You turned it in on time! You wrote in complete sentences in a formal academic manner. Wonderful!

Creative Report

- **at least 3 pages, about 750 words,**

Choose a film that was assigned or something textual like the short stories that we read in *Burning Chrome.* Be sure to pick a work that you enjoyed or one that troubled you to retell or modify the narrative.

Or you can develop the role playing game RPG adventure, FreeVerze, that you wrote into a creative narrative report. Be creative. Be thoughtful. Be engaging. Be on time!

Deductions: Take off 35 points a day for late reports.

Ah Factor. Just because you changed the narrative doesn't mean it is better or as good as the original. Beware it should impress the reader. If the new change is boring, think again. "B" is for BORING! "A" is for AH!

Introduction

- Identify a work you liked. Give a quick synopsis of the ending or of the key elements of the narrative. Then start with something like . . . " However, the real story was . .. "

Body and conclusion: These are just suggestions.

- You might focus on a character's point of view. Choose a different character instead of the main character.
- Change the ending. What if something different happened?
- Modify the setting. Move it to another country or strange virtual reality.
- Change the genre and make the work steampunk. Or pick another punk literary genre: Stitchpunk, atompunk, dieselpunk, clockpunk, biopunk desel punk, deiselpunk, nanopunk, splatterpunk, stonepunk, teslapunk, nowpunk, elfpunk, mythpunk, bronzepunk, Candlepunk, or mannerspunk. Look these up and find one that is meaningful to you. Invent your own genre.
- Investigate other types of punk or alternative music and introduce their energy or ideology as part of your creative narrative: Celtic Punk, Cowpunk, Gypsy/ Immigrant Punk, emo (punk?), Christian Punk, Horror Punk / Horror Rock, Riot Grrrl, Nazi Punk, post-punk, Oi punk, Psychobillly/Punkabilly, Peace Punk, anarcho-punk Balkan Punk, dancepunk/disco-punk/punk-funk, Pop Punk, Art punk/avanpunk, electorpunk / Synthpunk, Deathrock, Dubstep, folk Punk, Garage Punk, Skate Punk/ Surf Punk, Crust Punk, Hardcore Punk, Glam Punk, Noise Rock,

,Street Punk, Trall Punk, Tawacore (Islam Punk), Chicano Punk, Punk Blues, Punk Metal, Ska Punk, or Rapcore / Punk Rap / Rap Punk.

- Examine Asian music and make it an influence: Onkyokei (reverberation of sound), Japanese, 1990's, noise, Japanoise; Mor lam, Loa songs; Dangdut, Malay, Arabic, Hundustani music; Kayokyoku, Japanese pop; Luk Thung, Thai music; Luk Krung, Thai; Salpuri, Korean folks music; Pansori, Korean folks music with drum; Baila, dance music Sri Lanka; Enka, Japanese folks song; Anison, Animation songs; or Gagaku, Japanese classical music.
- Listen to Asian bands and integrate them into the narrative: GISM, "Guerrilla Incendiary Sabotage Mutineer" Japanese punk band; Asian Dub Foundation; Satasupe, Asian Punk RPG; Alien Kulture, British punk ; Potshot, an Asian Punk Band; Talvin Singh; The Chinkee Are Coming; Move Back Home; and/ or No Brain, a Korean Punk Rock Band.

- **Revise the FreeVerze RPG into a creative adventure. Change the adventure. Be as creative as you want.**

- **Find your own creative path to an engaging new narrative.**

Cyberpunk Report

- at least 750 to 1000 words, MLA Format, at least 4 critical sources

    Write and critical analysis about *Snow Crash, Ghost in the Shell* or any other work we read or watched for this class. Research is required.

    Choose *Snow Crash*. Neal Stephenson's *Snow Crash* did not invent the word **avatar,** but he did apply it to virtual reality. Examine the world of Hiro Protagonist, the pizza delivery man and his avatar, the greatest samurai ever. What is a cyber-samurai? Research about samurai and Miyamoto Musashi. The report must examine *Snow Crash* in detail, but it is a complex work, so find a focus or approach. Don't focus on plot summary. In other words, teach us an important lesson in your report. You need a purpose or thesis.

    Deductions: <mark>Take off 35 points a day for late reports.</mark>

    Find your own approach to *Snow Crash*. Here are some suggestions.

    - **Linguistic Approach.** Explore the philosophical. rhetorical, or social aspects of language from Sumerian myths to the tower of Babel.
    - **Conspiracy Approach**. Study the various references from biblical elements to the mafia to the yakuza connections.
    - **Virtual Reality Approach**. Examine the idea of the avatar in the Metaverse.
    - **Gender Approach.** Compare the female and male protagonists in the novel.
    - **Comparison Approach.** Compare the Metaverse to an alternate cyberpunk virtual reality like William Gibson's cyberspace version found in *Neuromancer* or the Wachowski's cinematic *Matrix.*

OR Choose *Ghost in the Shell*

Find a focus. You might compare Mamoru Oshii's films *Ghost in the Shell Part 1* to *Part II*: *Innocence*. Or examine the idea of cyborgs and posthumanity. Are we cyborgs or posthumans? Define these terms. Perhaps add commentary about "Cyborg Manifesto." How is technology changing who we are or think we are? Read articles. You can also read Masamune Shirow's manga version of *Ghost in the Shell* as part of your paper. There is also an animated television series.

Quote from the articles:

- Bolton, Christopher A. "From Wooden Cyborgs to Celluloid Souls: Mechanical Bodies in Anime and Japanese Puppet Theater." *Positions* 10.3 (Winter 2002): 729- 771.
- Dougherty, Stephen. "The Biopolitics of the Killer Virus Novel." *Cultural Critique.* 48 (Spring 2001): 1-29.

Other Options:

- **David Cronenberg's Cyberpunk.** Compare and contrast his proto-cyberpunk work, *Videodrome* to his cyberpunk, **eXistenZ.**
- **Wachowski's Cyberpunk**. Examine the *Matrix* trilogy and *Animatrix.*

- **Choose another option for cyberpunk report based on works assigned in the course**.

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Grading Rubric for Reports

How do I earn an "A"?

A. The grade of "A" is superior, better than the majority. I don't give many As. An "A" paper takes work and time to do the revision and/or research. After you finish your final draft, revise the introduction and conclusion.   How can you make your paper stand out above the rest? I don't give high "A" grades like 95 or 100, for I feel a paper, even a superior one, can still be improved and may still have flaws. Elements of creativity and originality will also be welcomed.
- Usually there are no mechanical or grammar mistakes.
- The level of diction and the writing style are higher and more interesting than the average.
- The paper is original, creative and interesting.
- It has a unified message or purpose. A superior paper has a balance of ethos, pathos, and logos. See the "Appeals" section below.

B. The "B" paper is a very good paper. It may need some revision. The quality and the quantity of sources may exist though they may not be required, depending on the assignment. Graduate students should have quality sources. The ethos is not as strong as it could have been. The paper may not have a strong or interesting voice. The writing style was not very interesting though it may be very academic.

C. The "C" Paper is a good paper, though average. This is not a bad grade. You did what the assignment called for, and the paper has some points of quality. Usually, the voice is weak. Also you avoided some important aspects of the argument. There are some mechanical or grammar problems. The introduction and conclusion seems average, not special.

Others. The "D" and "F" papers are weak and need much revision. Many grammar problems exist. Little or no sources were used. The logic is weak. The paper is not interesting. The organization is weak also. The paper provides an overview of both sides and does not argue for any side.

Using the Appeals
How do you appeal to your audience?
What is important to your audience?
The key is to have a balance between all three appeals: ethos, logos, and pathos.

Ethos (Character)
Does your voice support the platform of your political party?
Does your paper bring some sort of originality to the argument?
Is your writing style interesting?
Are there interesting statements that make me think?

Logos (Logic)
Does the paper maintain a high standard of objectivity?
Do you have quality sources (avoiding sources like Wikipedia) to support your arguments ?
Do you have extra sources (quantity) to strengthen your argument?
Is your paper arranged logically?

Pathos (Emotions)
Do you maintain an even tone while treating your opponents with respect?
Do you seem human, approachable?
Is there some sort of energy in the style or ideas?

Documentation of Sources: **MLA**

Do you have a "Works Cited" (not a Bibliography)?
Did you list the sources alphabetically?
Did you check with a textbook to see if you did the sources correctly?
Do you have a variety of sources? Books, articles, and chapters from books?
Are the sources recent? Having a paper about immigration and not having a recent article is not wise.

AVOID
Do not use numbers in your "Works Cited."
Do not underline or put in quotation the title "Works Cited" even though it is in quotations here.
Do not use the words "page" or "volume."

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Course Outline

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UNIT ONE: William Gibson's Brave New World of Cyberpunk

Objectives: Learning Outcomes

- **Defining Cyberpunk**
- **Defining Proto-cyberpunk**
- **Approaching Posthumanity**
- **Cyberpunk Declaration**
- **Cave of the Cyberpunk**
- **Cyberspace**
- **Cyborg Manifesto**
- **Dystopia, Erwon, 1984**
- **Cronenberg Filmography**
- **Proto-cyberpunk: Videodrome**

Assignments

1. **Discussion Reaction.** Read and react to the story "Johnny Mnemonic" in William Gibson's *Burning Chrome.*

2. **Discussion Reaction**. Read and react to the stories, "The Gernsback Continuum" and "Fragments of a Hologram" in William Gibson's *Burning Chrome.*

3. **Discussion Reaction.** Read and react to the stories, "The Belonging Kind" and "Hinterlands" in William Gibson's *Burning Chrome.*

4. **Discussion Reaction.** Read and react to the stories, "Red Star, Winter Orbit," and "New Rose Market" in William Gibson's *Burning Chrome.   **OR Write a reaction to the Role Playing Game Adventure: Enter FreeVerze.***

5. **Discussion Reaction.** Watch and react to David Cronenberg's *Videodrome* (DVD).

Overview Checklist

Defining Cyberpunk; Defining Proto-cyberpunk; Approaching Posthumanity; Cyberpunk Declaration; Cave of the Cyberpunk; Cyberspace; Cyborg Manifesto; Dystopia, Erwon, 1984; Cronenberg Filmography; Proto-cyberpunk, Videodrome.

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UNIT TWO: Proto-Cyberpunk and Animatrix

Objectives: Learning Outcomes

- **Approaching More Proto-cyberpunk**
- **Understanding Fascism and the Dystopia**
- **Max Headroom**
- **Sex Pistols and the Punk Movement**
- **Enter the World Animatrix**
- **Films of the 1970's**
- **Overview of *Neuromancer***
- **Of Shaman of Demons: The Undead in Cyberpunk**
- **Dying Gods and Cyberpunk**
- **The Rastafarian Symbolism in *Nueromancer***
- **Post-Cyberpunk: eXistenZ (1999) and the Salman Rushdie Connection**

Assignments

6. **Discussion Reaction.** Watch and react to post-cyberpunk, David Cronenberg's *eXistenZ* (DVD). Compare it to *Videodrome.*

7. **Discussion Reaction**. Watch and react to the short animations "Beyond" and "Detective Story" in *Animatrix (DVD).*

8. **Discussion Reaction.** Watch and react to the short animations "2nd Renaissance" and "Kid's Story" in *Animatrix (DVD).*

9. **Discussion Reaction.** Watch and react to the short animations "Final Flight of the Osiris" and "Program" in *Animatrix (DVD).*

10. **Discussion Reaction**. Watch and react to the short animations "World Record " and "Matriculated" in *Animatrix (DVD). **OR Write a reaction to the Role Playing Game Adventure: Enter FreeVerze.***

Overview Checklist

More Proto-cyberpunk; Fascism and the Dystopia; Max Headroom; Sex Pistols and the Punk Movement; Animatrix; Films of the 1970's; Overview of *Neuromancer;* Of Shaman of Demons: The Undead in Cyberpunk; Dying Gods; The Rastafarian Symbolism in *Nueromancer;* Post-Cyberpunk: eXistenZ (1999) and the Salman Rushdie Connection.

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UNIT THREE: Post-Cyberpunk, *Snow Crash*

Objectives: Learning Outcomes

- **Understanding Future Noir & Cyberpunk**
- **Approaching Film Noir vs Future Noir**
- **Dying Gods of Cyberpunk**
- **Mecha: Man (Woman) vs Machine**
- **Jean Baudrillard: The Desert of the Real**
- **Rintaro's *Metropolis* (2001) Man vs Machine**
- **Snow Crash: Post-cyberpunk**
- **Walter Ong: Literacy as Technology**
- **Ninei's *NoiSe* (2005) and Netsphere**
- **Proto-Cyberpunk: *Blade Runner***

Assignments

11. Discussion Reaction. Read and react to William Gibson's *Burning Chrome*: "Dogfight" and "Burning Chrome."

12. Discussion Reaction. Read and react to Neal Stephenson's *Snow Crash (1-100).*

13. Discussion Reaction. Read and react to Neal Stephenson's *Snow Crash (101-200).*

14. Discussion Reaction. Read and react to Neal Stephenson's *Snow Crash (201-300).*

15. Discussion Reaction. Watch and react to proto-cyberpunk: ***Blade Runner* (DVD).**

Overview Checklist.

Future Noir; Film Noir vs Future Noir; Dying Gods; Mecha: Man (Woman) vs Machine; Jean Baudrillard: The Desert of the Real; Rintaro's *Metropolis* (2001) Man vs Machine; Snow Crash: Post-cyberpunk; Walter Ong; Ninei's *NoiSe* (2005) and Netsphere; *Blade Runner.*

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UNIT FOUR: Enter the Matrix

Objectives: Learning Outcomes

- **Revisiting POMO**
- **Approaching The Matrix Trilogy: Reinventing Cyberpunk**
- **Bullets, Kung Fu and the Matrix**
- **Bodhisattvas of Matrix**
- **Hacker's Manifesto**
- **Anime Denno Coil**
- ***Parasite Dolls* (2003)**
- ***Resurrection of the Little Match Girl***
- ***Ghost in the Shell***

Assignments

16. Discussion Reaction. Read and react to Neal Stephenson's *Snow Crash (301-400).*

17. Discussion Reaction. Read and react to Neal Stephenson's *Snow Crash (401-480).*

18. Discussion Reaction. Watch and react to the first *Matrix (DVD).* If you have time, watch all three.

19. Discussion Reaction. Watch and react to the first *Ghost in the Shell (1995 DVD).* If you have time watch the sequel *Ghost in the Shell 2: Innocence* (2004) also. There is also *Ghost in the Shell: Stand Alone Complex*, a 26 episode tv series if you want to see a couple of episodes.

20. Discussion Reaction. Which films did you like the most and why? Which readings did you like the most? Why?

Overview Checklist.

Revisiting POMO; The Matrix Trilogy: Reinventing Cyberpunk; Bullets, Kung Fu and the Matrix; Bodhisattvas of Matrix; Hacker's Manifesto; Anime Denno Coil; *Parasite Dolls* (2003); *Resurrection of the Little Match Girl; Ghost in the Shell.*