

The University Of Houston Clear Lake
College Of Human Sciences And Humanities
Ideas in Transition: Values—HUMN 3375.03
Spring 2017

Instructor	Dr. Anne Gessler gessler@uhcl.edu	 <p style="text-align: center;"><u>This Class Emphasizes</u> Communication Connections Curiosity Creativity</p>
Course Information	Wed 7-9:50pm, Bayou Building 1217	
Office Hours	Tues 12-3:45pm; Wed 4:30-6:30pm; Thurs 12-2:15pm, and by appointment Arbor Building 1307.02; 281-231-3471	

APPLIED CRITICAL THINKING STATEMENT:

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course, which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student’s ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student’s personal life). Based on the Foundation for Critical Thinking model (<http://www.criticalthinking.org/>), critical thinking involves thinking for a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

COURSE DESCRIPTION:

This course provides cross-cultural and historical perspectives on utopianism and its larger social context. The class’s **central questions** are: What is a utopia? How do we study utopianism and its context, development, and consequences with an interdisciplinary humanities lens? How do reading, understanding, and critiquing primary sources and scholarly utopian studies publications develop our competency for humanities research?

Course readings and lectures use historical, sociological, feminist, cultural, and religious studies approaches to analyzing utopianism and its implications for improving societies. We will examine various iterations of utopia from different eras and locations in North America and around the world, including contemporary visions of the good life. Aligning with UHCL’s applied critical thinking plan to hone students’ communication skills, students will practice academic research and writing, specifically by intervening in scholarly conversations and drafting and revising three analytical papers that clearly articulate a well-researched position about a utopian case study. Thinking critically about how citizens have consistently sought to transform societies helps us reflect on our own relationship to and agency within our communities.

STUDENT LEARNING OBJECTIVES (SLO):

1. Clearly and logically summarize and analyze a *broad* range of *accurate* and *relevant information* from both primary and secondary sources to pose a clear, logical question and solution.
2. *Fairly* critique *relevant* scholarly **points of view** that differ from your own and apply theories in your own *logical, clear, and in-depth* research paper to examine the question at issue.

3. *Clearly* demonstrate and communicate a *deep* understanding of *relevant, significant concepts* and *theories* concerning the changing context, goals, and **implications** of utopianism.

FUNDAMENTAL AND POWERFUL CONCEPTS:

We will explore these fundamental concepts to help us understand the stakes of utopianism. However, if mastered in a deep and personal way, the same concepts will be tools that you can use to think critically about the new ideas or information in your learning networks: at school, at work, and in the world.

The Fundamental and Powerful Concepts in this course are:

Context, Change over time, and Implications

TEXTS & REQUIRED MATERIALS:

- Linda Elder and Richard Paul (2009) *Critical Thinking: Concepts & Tools*
- Miné Okubo, *Citizen 13660*
- Mikhail Bulgokov, *Heart of a Dog*
- Angela Carter, *Nights at the Circus*
- Jewelle Gomez, *The Gilda Stories*
- Selected readings on Blackboard website under “Course Readings”

COURSE REQUIREMENTS:

Assignments and Grading: Critical thinking will be assessed as part of four assignments: primary document analysis paper, historiographical paper, class presentation, and essay exam.

Grade Point System:

A 100- 93	A- 92-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-77	C 76-73	C- 72-70	D+ 69-67	D 66-63	D- 62- 60	E 59 or lower
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You will be graded on the following assignments this term:

Group Presentation (SLO 1)	15%
Primary Document Analysis Paper (SLO 1)	20%
Historiographical Paper (SLO 2)	20%
Final Essay Exam (SLO 3)	25%
Participation	20%

SLO 1: Group Presentations (15%)

As a group, you will lead a 10-minute class discussion on the day’s assigned reading. To do so, you will critically analyze a *broad* range of *accurate* and *relevant information* from primary and scholarly sources to pose four discussion questions to your classmates about the text’s major concepts, themes, and implications. You must also offer your own thoughtful answers. Each person in the group will be required to participate, and I expect you to meet or email with each other in order to coordinate roles.

SLO 1: Primary Document Analysis Paper (5 pgs, due Mar. 1) (20%)

Select a primary source about a utopian case study to analyze. Pose a question about the primary document’s relevance to your case study. Offer a solution grounded in academic theory and supported by a *broad* range of *accurate* and *relevant information* from scholarly sources and your primary text.

SLO 2: Historiographical Paper (5 pgs, due Apr. 5) (20%)

Map the scholarly debate around your utopian case study. First, identify the question at issue and *fairly* critique three different, *relevant* scholarly **points of view**. Then, apply utopian studies theories in your own *logical, clear, and in-depth* argument that offers a new way to understand your case study.

SLO 3: Final Exam (five pages, due May 3) (25%)

Clearly demonstrate and communicate a *deep* understanding of *relevant, significant* utopian **concepts** (context, change over time, and **implications**) and **theories** about specific utopias in a synthetic, cumulative essay exam.

Participation (20%)

You will be graded based on your active involvement and preparedness in seminar. This includes satisfactory engagement in class discussion, quizzes, and short homework assignments. You are expected to attend class, arrive on time, have completed all readings, and participate in class activities.

COURSE BUSINESS:

Email: UHCL email is the official means of communication, and you will be expected to regularly check it for class announcements. If you have any questions about the course, please visit my office hours or email me through my UHCL address. I will do my best to respond to your email within 24 hours, so if you have emailed me and have not heard back within that time, please email me again. University policy prohibits me from discussing your individual grades via email. We can discuss them in person during my office hours, or by appointment.

Attendance:

Because this is a discussion-based class, your attendance and punctuality is essential. If an unavoidable problem prevents you from attending class, contact me as soon as possible, preferably ahead of time. You are responsible for getting notes and assignments from a classmate. You are allowed two absences for any reason. After that, a full letter grade will be deducted from your semester grade for each absence regardless of the cause. Students arriving 5 minutes after the start of class will be marked late. Two tardies equals one absence.

Late Work: For every calendar day that your assignment is late, you will lose half a letter grade (i.e.: A to A-). If you are unable to complete an assignment on time, please discuss the issue with me at least 2 days before the due date.

Cell Phone Policy: Because active class participation is vital to our discussions, turn your cell phone off during class. Using cellphones during class will result in an unexcused absence.

Laptops, Tablets, Etc.: Please feel free to use them during class. However, if I suspect that you are using your laptop for anything other than class work, I will revoke your laptop privileges in class for the rest of the semester.

Blackboard: Familiarize yourself with Blackboard, especially our course tools. If you have technical difficulties, contact UTC technical support. Support information is on log-on screen or call (281) 283-2828.

Disabilities: If you believe you have a disability requiring an accommodation, contact Disability Services at (281) 283-2648 or disability@uhcl.edu ASAP and complete the registration process. To ensure your accommodations are in place for the entire semester, please request your accommodation letters from Disability Services and give them to me at the start of the semester. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a

disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary to students who request and require them.

Incompletes: A grade of Incomplete (“I”) may be given at my discretion to students making satisfactory progress in the course. Incompletes are only given for emergency situations or special circumstances that occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing course requirements. When assigning the grade of “I,” I will provide students with an Incomplete Grade Contract with the work to be accomplished and deadline before the “I” can be converted to a final grade.

Withdrawals: April 11th is the drop date that is the last day to withdraw or drop without a grade penalty. At UHCL, students are not automatically dropped from classes for absences. If you need to drop the class, make sure that you take action so that your overall G.P.A. is not compromised.

Career and Counseling Services: Need to talk to someone about life or academic anxieties? Need help deciding on a career direction? Visit Career and Counseling Services. Short-term individual counseling sessions, seminars, workshops, and small group experiences are available to help students meet academic and personal goals. They are located in SSCB 3109 and their phone number is (281) 283-2580.

University Police Contact Information: The UHCL Police Department is open 24 hours a day, seven days a week. To reach a dispatcher for on- campus assistance, call (281) 283-2222.

Office of Veteran Services: It is the mission of the CAPT. Wendell M. Wilson Office of Veteran Services staff to help veterans and their dependents flourish in their higher education pursuits. They will act as a liaison between the veteran, the school, and the Department of Veterans Affairs (VA) in order to ensure these goals are reached with success. They are located in SSCB 3.201 and their phone number is (281) 283-3071.

The Writing Center: This is an instructional facility designed to help all university students become better writers. Peer tutors are specially trained to work with students on any type of writing task; however, they do not provide editing service. Students must bring their own papers to their meetings and are responsible for the quality of their final products. Peer tutors will work with students at any stage of the writing process: from idea generation to style, grammar, and editing strategies. They are located in SSCB 2.101 and their phone number is (281) 283-2910.

Six Drop Rule Limitation: Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does NOT affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

Academic Honesty: Academic dishonesty in any form will not be tolerated in this class. Specific policies are clearly outlined in your student catalog, and will not be reproduced here. Please note that I consider any type of academic dishonesty a very serious offense, and will follow the university disciplinary procedures for any violation encountered. Plagiarism of any type may result in an F in the course, or a zero for a paper, regardless of how much coursework has been completed up to that point. Copying the work of another or paraphrasing another person without proper citation is plagiarism. All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy. The UHCL Library also has helping

information on avoiding plagiarism. The UHCL Writing Center also has a statement on plagiarism. Another wonderful source is www.plagiarism.org.

ASSESSMENT:

Group Presentations (15%)

As a group, you will lead a 10-minute class discussion on the day’s assigned reading. To do so, you will critically analyze a *broad* range of *accurate* and *relevant information* from primary and scholarly sources to pose four discussion questions to your classmates about the text’s context, major concepts, and implications. You must also offer your own thoughtful answers. Each person in the group will be required to participate, and I expect you to meet or email with each other in order to coordinate roles.

Grading Rubric for Group Presentation			
	Unacceptable	Acceptable	Excellent
	(D-level or Failing Work)	(B and C-level Work)	(A-level Work)
Student Learning Outcome #1: Clearly and logically summarize and analyze a <i>broad</i> range of <i>accurate</i> and <i>relevant information</i> from both primary and secondary sources to pose a clear, logical question and solution.	Students unclearly or illogically interpret or do not discuss the reading’s context, concepts, and implications. Students use fewer than three secondary sources, or sources are inaccurate or irrelevant.	Students clearly and logically interpret the reading’s context, concepts, and implications using a broad range of accurate and relevant secondary sources (three) to support their analysis.	Students cogently interpret the reading’s context, concepts, and implications using a broad range of accurate and relevant secondary sources (more than three) to support their analysis.
	Students do not summarize a primary source or do not analyze its relevance to the reading.	Students clearly and logically summarize a primary source and analyze how its information is relevant to the reading.	Students clearly and logically summarize a primary source and incisively analyze how its information is relevant to the reading using a broad range of examples.
	Students do not ask and answer required four questions, or do so in an unclear or illogical manner.	Students pose and answer four clear and logical discussion questions: two concerning concepts and conclusions in the assigned text, and two connecting the primary source to assigned reading.	Students pose and answer four broad, relevant, clear, and logical discussion questions: two concerning concepts and conclusions in the assigned text, and two connecting the primary source to assigned reading.

Primary Document Analysis Paper (5 pgs, due Mar. 1) (20%)

Select a primary source about a utopian case study to analyze. Pose a question about the primary document's relevance to your case study. Offer a solution grounded in academic theory and supported by a *broad* range of *accurate* and *relevant* **information** from scholarly sources and your primary text.

Grading Rubric for Primary Document Paper			
	Unacceptable	Acceptable	Excellent
	(D-level or Failing Work)	(B and C-level Work)	(A-level Work)
Student Learning Outcome #1: Clearly and logically summarize and analyze a <i>broad</i> range of <i>accurate</i> and <i>relevant</i> information from both primary and secondary sources to pose a clear, logical question and solution.	Student is missing or has an unclear or illogical argument and conclusion about the primary source's relevance to a utopian case study.	Student clearly and logically outlines an argument and conclusion about the primary source's relevance to a utopian case study.	Student clearly and logically articulates a nuanced argument and conclusion about the primary source's relevance to a utopian case study.
	Student describes one primary source in a narrow or inaccurate manner.	Student clearly and logically summarizes one primary source using some relevant examples from text.	Student adeptly summarizes a primary source, using a broad range of relevant examples from text.
	Missing or unclear analysis of primary source's connection to case study. May have insufficient supporting evidence from secondary sources, rely on too few sources, or use inaccurate or irrelevant sources.	Student clearly and logically analyzes primary source's connection to case study, using some accurate evidence from three relevant academic sources, including one theoretical article.	Student cogently analyzes primary source's connection to case study and consistently uses accurate evidence from a broad range of relevant scholarly and theoretical sources (at least three).

Historiographical Paper (5 pgs, due Apr. 6) (20%)

Map the scholarly debate around your utopian case study. First, identify the question at issue and *fairly* critique three different, *relevant* scholarly **points of view**. Then, apply utopian studies theories in your own *logical, clear, and in-depth* argument that offers a new way to understand your case study.

Grading Rubric for Historiographical Paper			
	Unacceptable	Acceptable	Excellent
	(D-level or Failing Work)	(B and C-level Work)	(A-level Work)
<p>Student Learning Outcome #2: <i>Fairly</i> critique <i>relevant</i> scholarly points of view that differ from your own and apply theories in your own <i>logical, clear, and in-depth</i> research paper to examine the question at issue.</p>	<p>Student is missing or has an unclear or illogical point of view about a utopian case study.</p> <p>Student does not select three scholarly sources, analyze their point of view, or assess them fairly, logically, or clearly.</p> <p>Student uses irrelevant or insufficient supporting evidence from additional scholarly sources. Student’s discussion of own point of view is not in-depth and/or does not apply utopian theory.</p>	<p>Student poses a logical and clear point of view and conclusion that intervene in a scholarly debate about a utopian case study.</p> <p>Student clearly, fairly, and logically summarizes and compares/contrasts three scholarly points of view.</p> <p>Student applies relevant utopian theory and two additional scholarly sources to support their own point of view about the utopian case study.</p>	<p>Student advances a clear, logical, and in-depth point of view and conclusion that intervene in a scholarly debate about a utopian case study.</p> <p>Student clearly, fairly, and logically summarizes and compares/contrasts three relevant scholarly arguments using in-depth examples.</p> <p>Student adeptly uses relevant utopian theory and two additional scholarly sources to support their own logical, clear, and in-depth point of view about the utopian case study.</p>

Final Exam (five pages, due May 3) (25%)

Clearly demonstrate and communicate a *deep* understanding of *relevant* and *significant* utopian **concepts** (context, change over time, and **implications**) and **theories** about specific utopias in a synthetic, cumulative essay exam.

Grading Rubric for Essay Exam			
	Unacceptable	Acceptable	Excellent
	(D-level or Failing Work)	(B and C-level Work)	(A-level Work)
<p>Student Learning Outcome #3: Clearly demonstrate and communicate a <i>deep</i> understanding of <i>relevant</i> and <i>significant</i> concepts and theories concerning the context, development, and implications of utopianism.</p>	<p>Student is missing an argument or poses an unclear argument about three utopian case studies that does not demonstrate their shifting context, change over time, or implications.</p>	<p>Student poses a clear argument about three utopian case studies that demonstrates their shifting context, change over time, or implications.</p>	<p>Student poses a clear, in-depth argument about three utopian case studies that demonstrates their shifting context, change over time, or implications.</p>
	<p>Student only summarizes case studies with missing or shallow analysis of the concepts and theories concerning case studies' context, change over time, or implications.</p>	<p>Student analyzes case studies' context, change over time, or implications using significant concepts and theories pulled from relevant course readings.</p>	<p>Student clearly and deeply analyzes case studies' context, change over time, or implications using significant concepts and theories pulled from relevant course readings.</p>
	<p>Student is missing relevant, significant, or in-depth examples from readings to support their argument.</p>	<p>Student includes relevant examples from readings to support their argument.</p>	<p>Student includes relevant, in-depth, and significant examples from readings to support their argument.</p>

Assignment Schedule

****Homework and readings are listed the day they are due.**** Assignments subject to change.
Please bring relevant readings to each class, including the Elder and Paul textbook, *Critical Thinking: Concepts & Tools*.

Week 1: January 18: What is Utopia? Introduction

Week 2: January 25: Theory and Practice

Due:

- Make and present Joseph Cornell box
- David Harvey, "Spaces of Utopia," *Spaces of Hope* (Blackboard)
- Fredric Jameson, Introduction and Chapter 1, *Archaeologies of the Future* (Blackboard)

Week 3: February 1: New World v.s. Old World: Contested Visions of the Future

Due:

- Thomas More, *Utopia*, excerpts (Blackboard)
- Lyman Tower Sargent, "Good Places and Bad Places" (Blackboard)

Week 4: February 8: Insiders and Outsiders: Religious Utopias

Due:

- Wendy Chmielewski, "'Strawberries and Cream': Food, Sex, and Gender at the Oneida Community" (Blackboard)
- Lyman Tower Sargent, "Utopian Practice" (Blackboard)
- Lyman Tower Sargent, "Utopianism and Political Theory/Ideology" (Blackboard)

Week 5: February 15: Political Utopias, Inverse Utopias, Anti-Utopias, and Dystopias

Due:

- Mine Okubo, *Citizen 13360*
- Katharine Burdekin, *Swastika Night*, excerpts (Blackboard)

Week 6: February 22: Prophetic Utopian Traditions

Due:

- Joanna Brooks, "John Marrant and the Lazarus Ideology of the Early Black Atlantic," *American Lazarus* (Blackboard)
- Lillian B. Jones, "Five Generations Hence," excerpts (Blackboard)
- Pat Parker, poem, "Jonestown" (Blackboard)

Week 7: March 1: Citizenship and Technocratic Utopianism

Due:

- Mikhail Bulgakov, *Heart of a Dog*
- **Primary Document Paper DUE****

Week 8: March 8: Revolution and the Arts

Due:

- Derek Walcott, *Dream on Monkey Mountain* (Blackboard)
- Lyman Tower Sargent, "Indigenous, Colonial, and Postcolonial Utopianism" (Blackboard)
- Lyman Tower Sargent, "Utopias in Other Traditions" (Blackboard)

Week 9: March 15: Spring Break: NO CLASS

Due:

****Optional Revision of Primary Document Paper DUE via email****

Week 10: March 22: Entertainment and Utopia

Due:

--Angela Carter, *Nights at the Circus*

Week 11: March 29: Environmental Harmony

Due:

--Paolo Bacigalupi, "The People of Sand and Slag," *Pump Six and Other Stories* (Blackboard)

Week 12: April 5: Utopian Architecture and Urban Relations

Due:

--Dolores Hayden, "Nostalgia and Futurism" (Blackboard)

**** Historiographical Paper DUE ****

Week 13: April 12: Evolving Feminist Consciousness

Due:

--Gabriela Gonzalez, "Carolina Munguía and Emma Tenayuca" (Blackboard)

--Gloria Anzaldúa, poem, "The Homeland, Aztlán" (Blackboard)

--Alma Villanueva, poem, "To Jesus Villanueva, With Love" (Blackboard)

--Bernice Zamora, poem, "Notes from a Chicana Co-ed" (Blackboard)

Week 14: April 19: Utopianism and Food

Due:

--Maria McGrath, "Recipes for a New World" (Blackboard)

--Bloodroot Collective, *Political Palate*, selections (Blackboard)

****Optional Historiographical Paper Revision DUE****

Week 15: April 26: Utopian Science Fiction

Due:

--Jewelle Gomez, *The Gilda Stories*

****End of semester utopian potluck****

Week 16: May 3: Final Exam

****Essay exam DUE, emailed by start of class****