INFORMATION

Dystopias, Real & Imagined is being offered at Xavier University of Louisiana in Spring 2023 in an Online/Asynchronous format. There are currently two sections of the course available (however, the two sections are merged in Brightspace):

- XCOR 3010.03 (CRN 15761)
- XCOR 3010.04 (CRN 15759)

XCOR 3010 (3 hours) challenges students to think more deeply about ideas, practices, and values that align with Xavier's mission and reinforces critical thinking, as well as oral and written communication skills. Students learn to integrate diverse perspectives with a breadth and depth of knowledge, while also utilizing different methodologies to find solutions to complex problems. Students choose from a variety of unique seminar topics developed by faculty and organized around different "big ideas."

Prerequisites: Students must have passed XCOR 1011/XCOR 1012 and have completed at least 60 hours of undergraduate study.

In **Dystopias, Real & Imagined** we will explore the intersection between science fiction and reality by considering how the imaginary dystopias of literature and film are more realistic and more probable than we might want to realize. Over the course of the semester, we will attempt to *identify the defining characteristics of a dystopia*, to *consider how those defining characteristics are able to develop* in a "free society", and to *use those defining characteristics as acid tests against the real world*. **Ultimately, we will ask how the fictional trope of the dystopia can enable us to prevent the imaginary from becoming real.**

INSTRUCTOR INTRODUCTION

My name is Prof. Todd and I use the pronouns he, him, and his. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using the correct name or title, is a way to show respect.

ABOUT ME

Since 2007, I have been a member of the Department of English at Xavier, where I teach American Literature, Freshman Composition, Modern English Grammars, and The Graphic Novel and Social Justice. I also teach a number of XCOR classes, including College Experience, The City as Text, and Dystopias, Real & Imagined. In 2021, I became the Faculty Director of the Core Curriculum for the College of Arts & Sciences.

Jason S. Todd, Ph.D.

Email: **jtodd1@xula.edu** / **j.todd.la@gmail.com**
Phone: 504-520-5496 / 601-818-2602

I live on the north shore of Lake Pontchartrain with my wife, son, and animals. My step-daughter is a senior in the Honors College at the University of Southern Mississippi. When I'm not doing school-related work, I am doing DIY projects around our house and property or playing God of War.

WHAT YOU CAN EXPECT OF ME

You have a right to expect the following from me as your professor:

- To serve as a mentor and guide to help you learn as best you can;
- To challenge you to excel as a student and a scholar;
- To facilitate learning in an interesting and compelling way;
- To be open to questions and discussion in and out of class;
- To provide useful and timely grades and feedback on all coursework; and
- To provide you with a safe and accommodating learning environment.

We have an opportunity in this class to hear from people with different viewpoints and to open some lines of communication about difficult topics.

- All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.
- While I have tried to make sure our textbook is inclusive, I acknowledge the likelihood that there may be overt and covert biases in the material due to the lens with which it was written. Please contact me with or submit anonymously any suggestions or concerns.

I want to create a learning environment for you that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. To help accomplish this, please consider the following:

- If you have a name or set of pronouns that differ from those that appear in your official Xavier records, please let me know, and I will do my best to make sure your preferences are honored.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please speak with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, Dr. Richard Peters, Associate Dean for the College of Arts and Sciences, would be an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option).

CONTACTING ME

Please feel free to contact me whenever you have a question or concern. I try to respond to emails as soon as I receive them, but when that's not possible, I will do my best to respond within 24 hours. My office is currently located on the first floor of the Administration Building Annex in Room 104.

During my scheduled office hours, I am available to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.

Office Hours (Spring 2023):

- Mondays, 1:00 pm — 3:00 pm, in Admin Annex 104 or **via Zoom < https://xula.zoom.us/my/jason.s.todd>** .
- Tuesdays, 1:00 pm — 2:00 pm, in Admin Annex 104 or **via Zoom < https://xula.zoom.us/my/jason.s.todd>** .
- Thursdays, 1:00 pm — 2:00 pm, in Admin Annex 104 or **via Zoom < https://xula.zoom.us/my/jason.s.todd>** .
- Fridays, 9:00 am — 11:00 am, **via Zoom < https://xula.zoom.us/my/jason.s.todd>** only.

- **Other times by appointment < https://outlook.office.com/bookwithme/user/2ad0f70c67bb4e0fa21e3d0530ffdef8@xula.edu?anonymous&ep=plink>** , via Zoom.

I will always try to respond to your emails as quickly as possible. You can also try contacting me through Discord by joining **this server < https://discord.gg/dWv5bqxG>** .

EQUITY STATEMENT

We have an opportunity in this class to hear from people with different viewpoints and to open some lines of communication about difficult topics.

- All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.
- While I have tried to make sure any required readings are inclusive, I acknowledge the likelihood that there may be overt and covert biases in the material due to the lens with which it was written. Please contact me with or submit anonymously any suggestions or concerns.

I want to create a learning environment for you that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. To help accomplish this, please consider the following:

- If you have a name or set of pronouns that differ from those that appear in your official Xavier records, please let me know, and I will do my best to make sure your preferences are honored.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please speak with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, Dr. Richard Peters, Associate Dean for the College of Arts and Sciences, would be an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option).

To help me get started making our class a safe and comfortable space for you, please fill out the Getting to Know You Survey before moving on.

SUPPORT FOR LEARNERS

This part of the syllabus is intended to provide you with information that may help you over the course of the semester, both within this class and at this university.

ACADEMIC INTEGRITY

As students of Xavier University of Louisiana, you are expected to maintain the highest standards of academic integrity. Behavior or actions like those described in **the Preamble of the College of Arts & Sciences Academic Integrity Policy < https://my.xula.edu/cas/Documents/cas_academicIntegrity.pdf>** are grounds for disciplinary action. All work submitted as an Assignment in Brightspace will be analyzed using TurnItIn, an originality checking system. The consequences for plagiarism or cheating in this class will be determined on a case by case basis but will range from the student having to redo the assignment to the student receiving a 0 for the assignment. All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

If you need help with research and citations, in addition to speaking with me, you can also work with the staff in Xavier's **Library Resource Center < https://xula.libguides.com/Library>** .

INSTRUCTIONAL CONTINUITY

Given that this is an asynchronous class, in the event of a campus closure, we will not likely experience any instructional disruption. However, situations may require us to alter the schedule of the class. Please be attentive to this website, Brightspace, and your school email for information regarding any changes to the syllabus.

If you are having problems with any online campus service, please refer to these **Information Technology Center (ITC) Resources < https://www.xula.edu/itc/>** .

WRITING & LEARNING ASSISTANCE

I strongly encourage you to make use of the free services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. I may refer students whose writing demonstrates particular problems to the Writing Resource Center.

Xavier's **Student Academic Success Office (SASO) < https://www.xula.edu/saso>** provides tutoring and other learning support services.

SPECIAL ASSISTANCE

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College to the nature of their disability upon admission to Xavier or as soon as the need for assistance is known to exist. Students should also contact the **Office of Disability Services < https://www.xula.edu/center-of-health-wellness/office-of-disability-services.html>** to arrange access to services available.

BASIC NEEDS SECURITY

Any student who faces challenges securing food or housing and believes this may affect their performance in this or any course is urged to contact the **Office of Student Affairs < https://www.xula.edu/mainstudent/index.html>** for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may have at my disposal.

TITLE IX & MANDATORY REPORTING

In compliance with Title IX of the Education Amendments of 1972, Xavier University of Louisiana does not discriminate on the basis of sex in any of its educational programs, activities, or employment. The university is committed to providing a safe environment for all of its members and therefore prohibits sexual misconduct as defined in this policy. As a faculty member, I am considered a responsible employee. Responsible employees are mandated reporters of all types of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking.

While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee, I am required to report disclosures of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking. If you would like to speak with someone *confidentially*, you can contact one of the following campus offices:

- **Violence Prevention Education and Advocacy < https://www.xula.edu/office-of-violence-prevention-education-and-advocacy/index.html>** (520-7503)
- **Center of Health and Wellness < https://xula.edu/center-of-health-wellness>** (520-7315)
- **Office of Student Health Services < https://www.xula.edu/center-of-health-wellness/office-student-health-services.html>** (520-7396)
- **Campus Ministry < https://www.xula.edu/ocm/index.html>** (520-7593)

Other Student Resources

- **Office of Financial Aid < https://www.xula.edu/financialaid>**
- **Office of the Registrar < https://www.xula.edu/registrars-office>**
- **Military Assistance Program < https://www.xula.edu/center-for-continuing-education-and-distance-education/military-and-veterans.html>**

WHAT YOU WILL LEARN

This page describes the course goals and specific learning outcomes for this class.

XCOR 3010 (3 hours) challenges students to think more deeply about ideas, practices, and values that align with Xavier's mission and reinforces critical thinking, as well as oral and written communication skills. Students learn to integrate diverse perspectives with a breadth and depth of knowledge, while also utilizing different methodologies to find solutions to complex problems. Students choose from a variety of unique seminar topics developed by faculty and organized around different "big ideas."

Prerequisites: Students must have passed XCOR 1011/XCOR 1012 and have completed at least 60 hours of undergraduate study.

In **Dystopias, Real & Imagined** we will explore the intersection between science fiction and reality by considering how the imaginary dystopias of literature and film are more realistic and more probable than we might want to realize. Over the course of the semester, we will attempt to *identify the defining characteristics of a dystopia*, to *consider how those defining characteristics are able to develop* in a "free society", and to *use those defining characteristics as acid tests against the real world.* **Ultimately, we will ask how the fictional trope of the dystopia can enable us to prevent the imaginary from becoming real.**

WHAT YOU WILL LEARN IN THIS CLASS

This course will help you work towards the following learning outcomes and objectives:

1. Identify the defining characteristics of dystopia & analyze real & imagery contexts against that definition.
   - *Critically analyze fictional & cinematic dystopias against a definition of dystopia.*
   - *Critically analyze contemporary events against a definition of dystopia.*
2. Communicate effectively through writing & speaking.
   - *Articulate thoughts & ideas clearly & effectively in written & oral forms to persons in & out of an organization.*
   - *Articulate using oral & written communication multiple, competing perspectives on one or more "big ideas" pertaining to the mission.*
3. Use quantitative, empirical, and critical reasoning skills to solve problems.
   - *Exercise sound reasoning to analyze issues, make decisions, & overcome problems.*
   - *Analyze & comprehensively describe the underlying assumptions of each view.*
   - *Evaluate these assumptions & using oral & written communication clearly state their conclusions.*

4. Apply socially responsible & ethical principles to promote equity & sustainability in ways that align with our mission as a historically Black and Catholic Institution.
   - *Build collaborative relationships with colleagues & customers representing diverse cultures, races, ages, genders, religions, lifestyles, & viewpoints.*
   - *Challenge theories of social justice against various dystopian examples.*

5. Demonstrate personal accountability & effective work habits.
   - *Leverage existing digital technologies ethically & efficiently to solve problems, complete tasks, & accomplish goals.*
   - *Develop proficiency as a self-regulated learner.*

WHAT YOU WILL DO

This page describes the activities you will complete for this class and how your work will be assessed.

GRADED ACTIVITIES

Research Project: Working on your own, you will propose and execute a digital research project that demonstrates your learning over the course of this semester. Your project can take many shapes, so long as it uses technology to make the knowledge available publicly: you could write a multimedia-rich research paper to be hosted on the class web site; you could script and record an episode for the class podcast; you record a formal and visually engaging video presentation; or you could propose something else. Please see the **Research Project Assignment Sheet < https://room101.jtodd.info/assignment-sheets/room-101-radio-podcast-project/>** for additional details.

- Connected Course Outcomes: SLO1, SLO2, SLO3, SLO4, SLO5

Formal Essays: Over the course of the semester, you will write two short, formal essays. One will serve as our course midterm and one as our course final. Please see the **Midterm Essay Assignment Sheet < https://room101.jtodd.info/assignment-sheets/midterm-essay/>** and the Final Essay Assignment Sheet for the complete details. (The Final Essay Assignment Sheet will be available on May 1.)

- Connected Course Outcomes: SLO1, SLO2, SLO3, SLO4, SLO5

Self Assessments: You will complete two learning self-assessments, one at midterm and one at the end of the semester. As a part of these self-assessments, you will proposal a letter grade for yourself based on the effort you have made and the learning you have achieved to that point. Please see the **Self-Assessments Assignment Sheet < https://room101.jtodd.info/assignment-sheets/self-assessments/>** for the complete details.

- Connected Course Outcomes: SLO5

Course Blog: You will contribute to our course blog by posting a number of short writing assignments and reflections that will be publicly available. Of the fourteen assigned blog posts, you must complete at least 8. Please see the **Course Blog Assignment Sheet < https://room101.jtodd.info/assignment-sheets/dispatches-from-room-101-course-blog/>** for the complete details.

- Connected Course Outcomes: SLO1, SLO2, SLO3, SLO4, SLO5

Annotated Readings: Over the course of the semester, we will read a number of articles and chapters to help us develop our understanding of dystopias more thoroughly. Each of these will be available online, and as you read them, you will collaboratively annotate them using a free system called Hypothes.is. Please see the **Annotated Readings Assignment Sheet < https://room101.jtodd.info/assignment-sheets/annotated-readings/>** for complete details.

- Connected Course Outcomes: SLO1, SLO2, SLO3, SLO4

Weekly Self-Assessments: Each week, you will encounter new course material by watching video lectures, reading various texts, and watching other forms of media. You will engage with that course material through class discussions, group activities, and individual activities. Please see the **Weekly Self-Assessments Assignment Sheet < https://room101.jtodd.info/assignment-sheets/weekly-self-assessments/>** for more details.

- Connected Course Outcomes: SLO2, SLO4, SLO5

Discussions & Other Activities: Every week, you will be asked to participate in different learning activities and engagements.

- Connected Course Outcomes: SLO1, SLO2, SLO3, SLO4, SLO5

HOW YOUR LEARNING WILL BE ASSESSED

I will not be grading any of the work discussed in the previous section. Instead, I will provide you with written or recorded comments about the work you've done. For each assignment, you will receive one of the following notations in the Grades section of Brightspace:

- Completed, meets all requirements
- Completed, does not meet all requirements
- Not completed

At mid-term and at the end of the semester, I will provide you with feedback on how well you have kept up with the work for this class. Because I am required by the university to give you a letter grade for this class, you will be suggesting that letter grade for yourself. At both mid-term and the end of the semester, you will propose a letter grade for yourself and a thorough discussion for why you chose that letter grade. While I reserve the right to alter the grade you assign yourself, I will only do so if I feel you have significantly under- or over-valued your work this semester.

Yes, you read that correctly. I will not be assigning any grades to the work you do for this class. I will be providing you with written or recorded feedback.

WHAT YOU WILL NEED

This section provides you with information about the technology necessary to take this class and how you can find support for the systems that are used for the course, as well as information about the accessibility of the course.

Books

You will need access to two books for this class (yes, books are a kind of technology!). You can read these books in whatever format works best for you: print, ebook, audiobook, etc. Copies of the books are available for purchase from the campus bookstore, but any edition you have access to will be fine (just be aware of different page numbers).

- Margaret Atwood, *The Handmaid's Tale*
- Nalo Hopkinson, *Brown Girl in the Ring*

Computers

You will need access to a computer and reliable access to the internet for this class. You will need to access this and other web sites for this class. You will need to be able to type some assignments with a word processing program and to upload those assignments to our course on Brightspace, where you will also need to watch videos, complete online activities, download and/or print documents, and keep track of your class progress. If we need to meet through Zoom, you will need, at a minimum, to use a computer with a working speaker. Having a set of headphones with a built-in microphone is better, but not required. Likewise, having a webcam is ideal, but not required.

Please see me if you anticipate any difficulties with these technology needs.

Third-Party Accounts

In order to complete assignments for this class, you will need to create accounts with the following third-party systems. For each, please use your Xavier email address when creating the account:

- WordPress
- Hypothesis

You will receive instructions for how to set up each of these accounts after the class begins.

If you have any concerns about creating these accounts, please speak with me.

ACCESSIBILITY

I am committed to the principles of **universal design for learning (UDL) < http://www.udlcenter.org/aboutudl/whatisudl>** . This means that our face-to-face and virtual spaces, our practices, and our interactions will be as inclusive as possible. All course content is designed to work with screen readers. All required content videos are captioned. Supplementary videos include text summaries.

Please let me know if you have any problems accessing any of the course content.

BRIGHTSPACE SYSTEM/DEVICE PREFERENCES

Browser Preferences

Brightspace will be used for communication, collaboration, resources, etc. To eliminate technical difficulties with using Brightspace, you should make sure you use a web browser that is compatible with this version of Brightspace. Refer to this **list of acceptable browsers < https://cat.xula.edu/food/brightspace-faq/#requirements>** . You can test your browser by using the System Check link below.

Brightspace Preferences

Account Settings and Notifications allow you to select your personal preferences. You should customize your account settings and notification preferences. Refer to the **Brightspace Account Settings – Learner video < https://youtu.be/aYXbSBZ-VxI>** and **Brightspace Notifications – Learner video < https://youtu.be/JyVYtIzpol0>** for information on this.

Mobile Devices

This version of Brightspace was designed with a responsive design. Therefore you do not need a special app to use Brightspace on your mobile device. However, you may want to download the **Brightspace Pulse app < https://www.d2l.com/products/pulse/>** to your mobile device to help you keep track of important updates. The Pulse app brings news, deadlines, and grades together in one place. With the Pulse app, you can check your upcoming readings, assignments, and tests quickly to make better decisions about how to handle your workload.

System Check

Use the automated **system check < https://learn.xula.edu/d2l/systemCheck>** to check if your web browser is properly configured to use Brightspace.

HELP AND TECH SUPPORT

If you are having technical difficulty and cannot find the answer to your problem, you may be able to find the solution in one of these resources:

- **Brightspace Help < https://documentation.brightspace.com/EN/learners/learners.htm>**

- **YouTube Help Center < https://support.google.com/youtube/?hl=en#topic=9257498>**
- ~~**Zoom Help Center < https://support.zoom.us/hc/en-us>**~~

WHAT YOU CAN EXPECT

This section is intended to help you understand how and why I have designed this class as I have. If you have any concerns about how any of these methods will impact your learning, please speak with me.

WHAT YOU NEED FOR THIS CLASS

PRIMARY TEXTS

There are two required books for this class. You can purchase these through the Xavier Textbook Store or through any other retailer. You may also be able to access the books through your local library system. You can use any edition and any format of these texts.

- Margaret Atwood, *The Handmaid's Tale*
- Nalo Hopkinson, *Brown Girl in the Ring*

Other assigned readings will be made available through this web site.

HOW I APPROACH TEACHING THIS CLASS

Over the past few years, I have embraced the idea of inverted teaching: I believe most of the traditional classroom activities (lecture, knowledge sharing) should take place outside of the classroom so that the very limited time we have in the classroom can be devoted to the more challenging, more meaningful, and more enjoyable forms of learning. This has also enabled me to shift my interpretation of my role in the classroom. *I do not see myself as the expert who is bestowing my students with some of my knowledge. I see myself as a guide, a mentor, and a fellow learner.* As a result of all this, the actual class meetings we have may seem to you poorly planned, disorganized, or even chaotic, when what they really are is active and engaging.

Another approach I am increasingly using is *ungrading*. Ungrading is a pedagogical method that questions the systemic use of arbitrary letters to quantify learning. Much of the work you do for this class will be "ungraded", meaning will not be assigning a letter grade or a percentage to the work you produce. Instead, in Brightspace, I will not whether or not you completed the activity. I will also provide you with feedback on different activities throughout the semester. You will receive a letter grade for this class in BannerWeb at both midterms and at the end of the semester. This grade will be based off of the three short essays you write, the podcast project you help produce, and your own self-assessments.

Guiding Principles for This Course *

1. A good course is informed by issues of equity and justice. It takes into account social, political and cultural issues — including students' backgrounds and socioeconomic circumstances — to craft a learning experience that is just.

2. A good course is interactive. Courses are much more than placeholders for students to access information. A good course provides information such as readings or lecture videos, but also involves interactions between professor and students and between students and students.

3. A good course is engaging and challenging. It invites students to participate, motivates them to contribute and captures their interest and attention. It capitalizes on the joy of learning and challenges students to enhance their skills, abilities and knowledge.

4. A good course involves practice. Good courses involve students in "doing" — not just watching and reading — "doing again" and in applying what they learned.

5. A good course is effective. Such a course identifies the skills, abilities and knowledge that students will gain by the end of it, provides activities developed to acquire them and assesses whether students were successful.

6. A good course includes an instructor who is visible and active, and who exhibits care, empathy and trust for students. This individual understands that their students may have a life beyond their course.

7. A good course promotes student agency. It gives students autonomy to enable opportunities for relevant and meaningful learning. Such a course redistributes power – to the extent that is possible – in the classroom.

* Adapted from **"The 7 Elements of a Good Online Course" < http://theconversation.com/the-7-elements-of-a-good-online-course-139736>** by George Veletsianos.

HOW YOU SHOULD APPROACH LEARNING IN THIS CLASS

- **Workload.** Our class will take place asynchronously, meaning our course does not have required synchronous (live) class sessions for you to attend. You will, however, be expected to devote an amount of time similar to what you would have spent in a lecture (about three hours per week) viewing videos, reading assigned materials, and completing class assignments for this course. In addition, you will be expected to devote time (between six and nine hours per week) to other class activities.

- **Engagement.** Your active engagement in this class is critical to its success and to your learning. By participating fully, you add to what the class as a whole learns and you enhance your own learning. This course requires all members of the class to participate in discussions and activities.

- **Late Work.** For any work with a due date, you should do your best to meet that deadline; however, if you are unable to do so, all you need to do is send me an email **before the due date** asking for a 24 hour extension. You do not need to include any sort of justification or excuse in this email. If, after 24 hours, you are still not able to submit the work, please schedule a time to meet with me in person or over Zoom, so we can discuss the situation and determine a more appropriate deadline.

- **Decorum.** Free discussion and inquiry are encouraged in this class. Although we may never meet face-to-face, everyone must do their best to interact civilly and politely. Behavior is unacceptable when it interferes with another student's ability to learn.

WHAT OUR SEMESTER WILL LOOK LIKE

The following schedule is tentative. Please pay attention to notifications in Brightspace.

WEEK 1 (JAN 22 – JAN 28)

Defining dystopia; Making knowledge public; Assignments and expectations

1. Watch the "Class Welcome" and "Course Tour" videos. (SLO 5)
2. Participate in the class introductions via VoiceThread. (SLO 5)
3. Participate in the Syllabus Questions Weekly Warmup. (SLO 5)
4. Complete the "On Dystopia" microlecture. (SLO 1)
5. Watch the "Making Knowledge Public" video. (SLO 3, 4, 5)
6. Set up your Hypothesis & WordPress accounts (SLO 4, 5)
7. Write Blog Post #1: How do you define dystopia? [required] (SLO 1, 2, 3)
8. Read Sections I through VI (Chapters 1-17) in *The Handmaid's Tale*. (SLO 1)
9. Complete this week's Private Learning Journal entry. (SLO 5)

WEEK 2 (JAN 29 – FEB 04)

Understanding oppression; Podcast assignment details

1. Participate in the Favorite Podcasts Weekly Warmup. (SLO 2, 3, 4, 5)
2. Watch the microlecture "Iris Young & the Face of Oppression" (SLO 3)
3. Read & annotate "Five Faces of Oppression" (SLO 1, 3)
4. Complete the Newspaper Database Activity. (SLO 1, 5)
5. Watch the Research Project Introduction video (SLO 4, 5)
6. Write Blog Post #2: How many faces of oppression exist in America today? (SLO 1, 2, 3, 4)
7. Read Sections 7 through 11 (Chapters 18-30) in *The Handmaid's Tale*. (SLO 1)
8. Complete this week's Private Learning Journal entry. (SLO 5)

WEEK 3 (FEB 05 – FEB 11)

Civilization v. humanity; Online presence

1. Humanity & Oppression. Respond to at least three other posts. (SLO 2, 3, 4, 5)

2. Watch the video "Micro-lecture: Freud & Civilization" (SLO 3)

3. Read & annotate "Civilization & Its Discontents" (SLO 1, 3)

4. Research Panel Activity (SLO 1, 2, 3, 5)

5. Watch the Online Presence, Online Privacy video (SLO 3, 4, 5)

6. Write Blog Post #3: Was Freud right? (SLO 1, 2, 3, 4)

7. Read Chapters 12 to 15 and the "Historical Notes" in *The Handmaid's Tale.* (SLO 1)

8. Learning Journal Entry (SLO 5)

WEEK 4 (FEB 12 – FEB 18)

Utopia v. dystopia; Novel discussions; Working as a group

1. Favorite Podcasts. Respond to at least three other posts. (SLO 2, 3, 4, 5)

2. Watch the video "Micro-lecture: On Utopia" (SLO 1)

3. Vote on Student Choice Movie #1 (SLO 4, 5)

4. Participate in first class discussion of *The Handmaid's Tale* via Voice Threads (SLO 1, 2, 3)

5. Research Project Proposals (SLO 4, 5)

6. Watch the Research Project Tech & Tools video (SLO 4, 5)

7. Write Blog Post #4: Describe your personal utopia. (SLO 1, 2, 3)

8. Learning Journal Entry (SLO 5)

WEEK 5 (FEB 19 – FEB 25)

MARDI GRAS BREAK, 2/20-2/22

Fascism and Ur-fascism; Novel discussions; Technology tools

1. Watch the video "Micro-lecture: Eco & Fascism" (SLO 3)

2. Read & annotate "Ur-Fascism" (SLO 1, 3)

3. Participate in second class discussion of *The Handmaid's Tale* via Voice Threads (SLO 1, 2, 3, 5)

4. Write Blog Post #5: Does Ur-Fascism exist in the US today? (SLO 1, 2, 3, 4)

5. Learning Journal Entry (SLO 5)

WEEK 6 (FEB 26 – MAR 04)

Government; Order v. chaos; Audio tools; Movie watching

1. Why Government? Respond to at least three other posts. (SLO 2, 3, 4, 5)

2. Watch the video "Micro-lecture: Hobbes's Leviathan" (SLO 3)

3. Read & annotate "Leviathan, Chapter XIII" (SLO 1, 3)

4. Hobbesian Jungle Activity (SLO 1, 2, 3, 5)

5. Write Blog Post #6: What form of government should we choose? (SLO 1, 2, 3, 4)

6. Watch Student Choice Movie #1 (SLO 1)

7. Learning Journal Entry (SLO 5)

WEEK 7 (MAR 05 – MAR 11)

Wealth inequality; Movie discussions

1. Working Class Hero. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Vote on Student Choice Movie #2 (SLO 4, 5)
3. Participate in class discussion of [Movie #1] via Voice Threads (SLO 1, 2, 3, 5)
4. Write Blog Post #7: Is money the solution or the problem? (SLO 1, 2, 3, 4)
5. Read Chapters 1 to 4 of *Brown Girl in the Ring* (SLO 1)
6. Work on your Research Project (SLO 1, 2, 3, 4, 5)
7. Learning Journal Entry (SLO 5)

WEEK 8 (MAR 12 – MAR 18)

Self-assessment; Defining dystopia

1. Midterm Check-in. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Submit Midterm Essay (SLO 1, 2, 3, 4)
3. Complete Learning Self-Assessment #1 (SLO 5)
4. Read Chapters 5 to 8 of *Brown Girl in the Ring* (SLO 1)
5. Work on Research Project (SLO 1, 2, 3, 4, 5)
6. Learning Journal Entry (SLO 5)

WEEK 9 (MAR 19 – MAR 25)

MIDTERM GRADES DUE 3/24

Power and privilege; Intellectual property

1. Dystopian Movie Bingo. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Watch the video "Micro-lecture: Edward Snowden" (SLO 1)
3. Erasing Contemporary Problems Activity (SLO 1, 2, 3, 4, 5)
4. Watch the Intellectual Property Introduction Videos (SLO 4)
5. Write Blog Post #8: Is Edward Snowden right? (SLO 1, 2, 3, 4)
6. Read Chapters 9 to 14 of *Brown Girl in the Ring* (SLO 1)
7. Work on you Research Project (SLO 1, 2, 3, 4, 5)
8. Learning Journal Entry (SLO 5)

WEEK 10 (MAR 26 – APR 01)

Novel discussions; Creative commons; Sources and citations

1. Research Project Check-in. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Complete the Intellectual Property Activity (SLO 2, 4)
3. Participate in first class discussion of *Brown Girl in the Ring* via Voice Threads (SLO 1, 2, 3)
4. Watch the Creative Commons video (SLO 4, 5)
5. Write Blog Post #9: Dystopian Creative Commons Challenge (SLO 1, 2, 3, 4)
6. Work on your Research Project (SLO 1, 2, 3, 4, 5)
7. Learning Journal Entry (SLO 5)

———————

SPRING BREAK, APR 03 – APR 07

———————

WEEK 12 (APR 09 – APR 15)

Novel discussions; Movie watching

1. F2F, Remote, Asynchronous. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Participate in second class discussion of *Brown Girl in the Ring* via Voice Threads (SLO 1, 2, 3)
3. Watch the video "Micro-lecture: Freire & Pedagogy" (SLO 3)
4. Read & annotate Chapter 1 of *Pedagogy of the Oppressed* (SLO 1, 4)
5. Watch Student Choice Movie #2 (SLO 1)
6. Write Blog Post #10: Where is learning going? (SLO 1, 2, 3, 4)
7. Work on your Research Project (SLO 1, 2, 3, 4, 5)
8. Learning Journal Entry (SLO 5)

WEEK 13 (APR 16 – APR 22)

Past, present, and future; Movie discussions

1. Dystopia & the Past. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Watch the video "Micro-lecture: Robinson & Dystopias" (SLO 3)
3. Read & annotate "Dystopias Now" (SLO 1, 3)
4. Participate in class discussion of [Movie #2] via Voice Threads (SLO 1, 2, 3, 5)
5. Write Blog Post #11: What kind of thinker are you? (SLO 1, 2, 3, 4)
6. Learning Journal Entry (SLO 5)

WEEK 14 (APR 23 – APR 29)

FALL REGISTRATION, 4/24-4/28

Research projects

1. Research Project Reflection. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. Submit your Research Project (SLO 4, 5)

WEEK 15 (APR 30 – MAY 06)
Research project critiques; Defining dystopia

1. Dystopia & the Future. Respond to at least three other posts. (SLO 2, 3, 4, 5)
2. _____ (SLO 2, 3, 4)
3. Research Project Critiques Activity (SLO 2, 3, 4)
4. Watch the video "Micro-lecture: On Dystopia Redux" (SLO 1)
5. Redefining Dystopia Activity (SLO 1, 2, 3, 4, 5)
6. Write Blog Post #13: How do you define dystopia? [required] (SLO 1, 2, 3, 4)
7. Learning Journal Entry (SLO 5)

WEEK 16 (MAY 07 – MAY 13)
Defining dystopia

1. Submit Final Essay (SLO 1, 2, 3, 4)
2. Complete Learning Self-Assessment #2 (SLO 5)
3. Complete the Course Assessment (SLO 5)

———————————