UNIVERSITY OF CALGARY

Department of History

HTST 593.02
Utopias
Winter 2022

Instructor: Dr. GR Wilkinson
Email: grwilkin@ucalgary.ca
Office Hours and Location/Method: F 1.00-2.00pm, SS646, in person
Classroom Location, Days and Times: SS 623, F 2.00-4.45pm
Course Delivery: In person

Description
This course will explore the concept of Utopias from the earliest times to more modern iterations. Utopias, by their very nature, are fictional in essence, but this course will be using utopian visions to understand the historical context in which they were created. The desire for a 'better place' is universal, but the perfect place tells us what the author sees in their own time period that requires improvement. It is this context which we will explore in this course.

Learning Outcomes
The objectives of this course include: the understanding of changing paradigms and worldviews; the development of critical thinking; the writing of research papers and fostering the ability to understand the purpose and importance of historical enquiry, and the practice of speaking about ideas as detached from personalities and, as far as can be established, free inquiry (both these being the essence of any seminar). The main goal is to see that the past can be seen in diverse and creative ways, and to analyze the way in which utopian desires can be understood and examined.

Reading Material
Utopia by Merlin Coverley, published by Pocket Essentials, 2010 Harpenden ISBN: 978-1-84243-316-4
> The bookstore says that the physical book will be delayed for many weeks, but it is available as an e-book and on Kindle here:
> https://pocketessentials.co.uk/index1.php?imprint=2&isbn=9781842433164

Various other weekly readings that will be available on the Reading List on D2L.

Assessment

Method	Due Date	Weight
Paper Proposal and Outline	February 8, 2022	10%
Seminar Leadership	Varies	10% (2x5%)
Paper Presentation	Varies	10%
Term Paper	April 15, 2022	50%
Participation	Ongoing	20%

Grading Policies

Grading will be assessed a percentage grade for each assignment. Late papers may be assessed a letter grade for every day that they are late, including weekends and holidays (i.e., A- to a B+ etc.). All assignments and exams are to be placed in the Dropbox on the course D2L. If you wish to know more about your grade and how you can improve for later assignments/exams, please see me. Generally, 'make-up' work will not be offered, though students can apply to defer exams or term work.

Details on Methods of Assessment

The following are some details concerning the method of assessments for the assignments. There are no 'group assignments' in the course and collaboration is not to be conducted, either in-person or on-line. You are expected to do your own work. Unless otherwise stated, all assignments are to be in by 11.59pm (23.59) of the date due.

Paper Proposal and Outline

Students will be asked to write an essay proposal with a thesis statement and an outline of what it is they wish to research for their final term paper. This assignment is designed to encourage students to begin the process of research for their term paper, but it is not a contract, as your topic may change. It can also be used as a starting point for their paper presentation to the seminar. Submitted to the digital dropbox on D2L.

Seminar Leadership

Students will lead 2 seminar discussions based on one of the readings assigned for the week. These presentations are meant to foster discussions in the seminar related to thematic and methodological issues related to the course topic and themes. These are designed to encourage and open up discussion and debate in the seminar. They will be no more than 5-10 minutes in duration and students will do two during the course of the semester. These presentations will be also written up and handed in to the digital dropbox on D2L *before* the class. Students are encouraged to look beyond the readings for the week and to find more context for their analyses and to distribute supplementary material (a a commercial, a newsreel, a poster…) the week before class to round out the analysis or provide background. Your grade will be based on both the in-class leadership and the written component. We will work on a schedule during the first class and a roster will be posted on D2L.

Paper Presentation
Students will present their ideas and paper themes to the class. The class will provide critical and useful suggestions to help their participation grade. These presentations will be 10-15 minutes in duration with 15-20 minutes of questions and comments from the class.

Term Paper
Students will be asked to write a term paper on any subject relating to the course topic and themes. This can follow the direction of the outline and bibliography but that is not required. Your essay must contain primary documents and demonstrate historical use of those documents. It will be 20-25 pages of text in length and should be based upon standard margins, Times New Roman 12pt. font.

Participation
Students are expected to actively engage with the material, their colleagues, and to present their own ideas on the readings and the ideas raised in the seminar. This means that just showing up is not enough to garner full marks.

Learning Technologies Requirements
There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct
I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Date	Topic & Reading	Important Dates
Week 1 Jan 14	**Introductions, Paper Ideas, and the Nature of Utopias**	
Week 2 Jan 21	Plato, *The Republic* Coverley, 'The Birth of Utopia: The Golden Age'	
Week 3 Jan 28	More, *Utopia* Coverley, 'More, *Utopia* and the Early Modern Age'	
Week 4 Feb 4	Swift, *A Modest Proposal* Coverley, 'Shipwrecked: *Crusoe* and the Imaginary Voyage'	**Paper Proposal and Outline**
Week 5 Feb 11	Robert Owen, Utopian Socialism Coverley, 'Socialism and Utopia'	
Week 6 Feb 18	Morris, *News From Nowhere* Coverley, 'Socialism and Utopia'	
Week 7 Feb 21 – 25	**Reading Week**, no lectures	
Week 8 Mar 4	Zamyatin, *We* Coverley, 'Totalitarian Nightmares'	
Week 9 Mar 11	Awdry, *The Island of Sodor: Its People, History and Railways*	
Week 10 Mar 18	Atwood, *A Handmaid's Tale* Coverley, '*The Birth of Utopia: The Golden Age*'	
Week 11 Mar 25	**Paper Presentation**	
Week 12 Apr 1	**Paper Presentation**	

Week 13 Apr 8	**Paper Presentation**	
Apr 15		**Term Paper Due**

There is no registrar-scheduled final exam.

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the Registration Changes and Exemption Requests page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in *The History Student's Handbook*.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary Student Academic Misconduct Policy documents, and visit the Academic Integrity Website.

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see *The History Student's Handbook* for more details, but to summarize, plagiarism may take several forms:
- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the university calendar.

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the Student Accommodations policy. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities. Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit Student Accessibility Services.

Research Ethics
If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics website before beginning the assignment.

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Copyright of Educational Materials
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the University of Calgary copyright page.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording
The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning
The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the sexual violence policy.

Other Useful Information
Please see the Registrar's Course Outline Student Support and Resources page for information on:
- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)