San Jose State University

Political Science 96FQ:

Awakening in Utopia

Professor Ken Nuger

The following is both the course syllabus and a variety of guidelines that will help you succeed in your university career.

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Political Science 96FY: Awakening in Utopia

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Introduction

This is a MUSE seminar, or Metropolitan University Student Experience. It is different, very different from virtually all other courses you will take in your college career. It may be the most important course you will ever take in your college career; not so much for the material you will learn, which incidentally is really cool stuff, but because of the study skills you will learn and use that are essential for student success. Muse seminars are designed to help students develop the skills they need to engage in sophisticated inquiry required at the university level. From the course's seminar format, students will learn to develop a curiosity about the course material and hopefully about the fascinating world in which they live. The varied course research and writing assignments will allow students to become familiar with and practice different research strategies to help inform them about those curiosities. Students will engage in critical analysis and practice their writing and oratory skills by giving presentations and participating in focused seminar discussions. Students will become aware of and intellectually and culturally benefit from the rich diversity that comprises the learning environment at San Jose State University. MUSE seminars are limited to no more than 18 students and are intended to be extremely interactive with both the professor and your class cohorts. These seminars are also designed to present ideas in a multidisciplinary setting, allowing students to recognize and appreciate intellectual inquiry from a variety of perspectives.

We are going to read a fascinating novel, written in the late 1800's, about a very wealthy gentleman who essentially falls asleep for over a century and wakes up in a society that has evolved into utopia. The book explores many facets of life and in so doing, will offer students a wealth of opportunities to inquire, research, prepare for and participate in focused discussions on political philosophy and political theory, capitalism, democracy, including equality, liberty and justice, socialism, economics, the arts and culture, criminal justice, recreation, and the duty and obligation to one's self, family, community and society. While this book is often studied in much higher level courses in Political Science and Philosophy, including graduate school seminars, it is a fun book and not difficult to read and discuss. By the semester's end, students in this MUSE seminar will not only have gained a great deal of substantive knowledge about how human beings organize themselves into societies but more importantly, students will have developed and practiced a variety of study skills enabling them to become much more proficient in the learning process.

**What is a seminar?**

A seminar is different from most undergraduate courses. Rather than lectures with some discussion or a lab, a seminar in the social sciences teaches students by engaging them in focused group discussions. It is by design, small to ensure that EVERYONE is actively involved in developing and sustaining serious oral reflection and analysis of the themes each seminar session addresses. To the extent that the professor lectures, the professor's role is to explain key concepts, develop the foundation of the discussion and then facilitate and direct quality group discussion that focuses on the topics of the day.

In essence, each of you will be teaching each other. All students will do all of the readings for all seminar sessions and all students will be responsible for sharing with the professor, the responsibility of taking the lead in presenting the major points of a particular part of the reading assignment to the seminar's participants.

Course Objectives

This course is designed to fulfill all the requirements of San Jose State University's MUSE and general education programs for area D1: Social Sciences/Human Behavior. More specifically, this course has both substantive and pedagogical objectives.

1. Substantive Student Learning Objectives

Students will learn more about the basic political, social and economic patterns that affect democratic, capitalistic societies in general and the United States in particular. Students will be able to recognize and understand different social, political and economic processes, events and forces that shape and change how different groups of human beings organize into societies. Students will also examine different political and economic models for social organization and administration, including, but not limited to introductory analyses of democracy, capitalism and variants of socialism, Marxism and communism. As a result of mastering this seminar's curricula, students will develop perspectives about how people could theoretically construct a utopian society. More realistically, by becoming aware of the problems critiqued in Looking Backward, students will gain a richer appreciation of how, as citizens, they can work to improve the very imperfect real world they live in. Towards that goal, students will be better able to:

place contemporary developments in the United States and around the world in cultural, historical, environmental, and spatial contexts

identify and understand many of the dynamic forces that affect human society including issues based on ethnicity, culture, gender, age, and class and also understand differences, linkages and interactions that form among nations in a global setting

evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues

recognize the interaction of social institutions, culture and environment with the behavior of individuals.

2. Pedagogical Student Learning Objectives

Students will both learn about and utilize a variety of pedagogical techniques incumbent of a MUSE scholar to read, research, write and discuss the many topics and issues in this and other university courses. In particular, these skills include but are not limited to:

becoming more proficient at effectively reading academic materials.

becoming more proficient at effectively writing notes on class reading assignments, research topics, course lectures and discussions.

becoming more proficient at identifying and effectively utilizing the many academic support materials here at San Jose State University and elsewhere, that will help students develop the studying and writing skills expected of a MUSE scholar and effectively use them to master course requirements. Special attention is given to library and academic support services, including writing and computer labs and workshops specifically designed for MUSE students.

learning, practicing and refining patterns of critical thinking and increasing written and verbal proficiencies.

practicing and promoting civil and collegial interaction

becoming aware of and appreciating the rich multicultural academic setting found at San Jose State University and to use it to enhance their intellectual and social development.

Student ethics and responsibilities

Students taking this seminar make a commitment to learn about and diligently practice skills required of serious, university students. Please see appendix two at the end of this syllabus for a detailed explanation of appropriate student ethics and responsibilities in general and how they will be incorporated into this MUSE seminar.

Grading

As a MUSE seminar, your grade will reflect not only how well you have mastered the substantive learning objectives of the course but as importantly, how well you prepare your assignments and contribute to the seminar. There will be a midterm examination and a final examination, each worth 100 points and each comprising 20 percent of your grade. Each examination will focus on our course readings, our supplemental readings that will augment the course reading material, as well as those ideas brought up and discussed in our seminar discussions.

You will also receive a participation grade, worth 20 percent of your grade. Half of your participation grade shall be earned for the first half of the semester, up to the midterm examination while the other half shall be earned from the midterm until the semester's end. Each half of your participation grade comprises 50 points for a total of 100 points for the semester. Your participation grade shall be my judgment of the quantity and quality of your participation in our seminar. It will include your insights, analyses and questions about the material we address in our seminar discussions. I fully recognize that many new students are reluctant to call attention to themselves by participating but this is an important skill and one you must practice. As the professor for the seminar, I will endeavor to have all students contribute to our discussions. Please keep in mind that if you are not in class, there is no way you will be able to participate.

You will write a research paper, approximately 6-7 pages in length, not including the title page and bibliography, using 1 inch margins and a 12 point font. This paper will cumulatively be worth 100 points, or 20 percent of your grade. The paper's topic will require you to select an idea that in some way relates to at least one of the themes in Looking Backward. The purpose of the research paper is to have you seriously reflect on one idea or theme of Looking Backward and develop an argument that supports your view. The paper will be graded in three stages. First, you will turn in an initial annotated bibliography of no less than six sources and an introductory paragraph clearly stating which idea you are going to develop. An annotated bibliography is one in which you write a well developed paragraph for each source summarizing the substance of the source and how it may benefit your paper. This initial stage of the paper assignment is worth 10 points. Second, you will turn in a rough draft of your paper that demonstrates the substance of your argument. This will be worth 15 points. The purpose of your rough draft is to get your ideas down on paper in at least a fashion that will allow you to refine the draft into a final copy. The final copy of your paper will be worth 50 points and your oral presentation of it to the class will be worth 25 points. The final copy of your paper will be carefully graded for substance, writing clarity, organization, argument development and attribution using the MLA style of citation.

If you turn it any of these stages late, you will receive a 20% penalty for that portion of the research paper assignment. Barring some unavoidable catastrophe, no work will be accepted if it is turned in more than two weeks after its due date. I will be extremely reluctant to grant any exceptions to this late penalty and to the degree that any exceptions are made, you must notify me in advance of the due date what the circumstances are that necessitate the delay. There are no guarantees that an exception will be made, even if I know of the delay in advance. However, that is the only chance of having a late penalty mitigated in part or in whole. The point here is for you to recognize that unforeseen events may impede your ability to meet due dates so, as responsible students, plan for the possibility of an unforeseen event so even if one pops up in your life, you will not have so much of the assignment left to finish that it becomes impossible to meet the deadline. So be forewarned. Late work will definitely be frowned upon.

Writing this paper poses a logistics problem for you. You will be researching and writing the paper before we have finished reading and discussing the book. Therefore, selecting a topic in the book to write about may require you to peruse through some of the middle and latter chapters that contain ideas you may be interested in writing about. If you look at the questions I have listed in the readings part of the syllabus, you can get a feel for the topics Bellamy writes about from chapter to chapter.

Finally the last 20 percent of your grade will be based on a series of small graded assignments that will require you to practice different study and research skills and will be periodically assigned throughout the semester. These assignments may require you to go to a workshop, to find materials online or at the library that augment our seminar discussions, to meet with other students in some type of group study session, to attend some campus event, to demonstrate your note taking skills of seminar discussions or course reading materials, or to write a short précis on some aspect of our seminar discussions. They will be assigned and carefully explained as the semester progresses and cumulatively, will be worth 100 points. The purpose of these assignments is to have you practice many different study skills that students need to master to maximize their chances of succeeding in a university setting. The 100 points students can earn for this portion of the course will be equally divided among the assignments. If we have, for example, five of these assignments, each will be worth 20 points; if we have ten assignments, each will be worth 10 points. We will have about 8-10 of these study and research skills assignments. Since I will not know precisely how many points these assignments will be worth until the end of the semester, I will grade them in the following manner and then calculate the points earned for each one at the end of the semester when we divide the number of assignments completed into the 100 total points assigned for this part of the seminar's grade. **Please note that I reserve the right to create at least one surprise, graded assignment on some aspect of what responsible students do as part of taking any course so be sure you do all assignments and meet all course responsibilities in a timely fashion. You never know, you could be quizzed on the reading, taking notes in class, or some other obligation to the course.**

"E" or excellent = 100% of that assignment's possible point total

"VG" or very good = 85% of that assignment's possible point total

"AV" or average = 75% of that assignment's possible point total

"SU" or substandard = 60% of that assignment's possible point total

"F" or fail = 50% of that assignment's possible point total

"NC" or no credit = no credit for that assignment

Even though they will be all worth equal amounts, you will no doubt find some of the assignments very easy to complete while others will be much more difficult. It would be a real shame to not take full advantage of getting full credit on the easy ones, right?

Unless otherwise noted, any graded assignment turned in late will automatically receive a 20% penalty and no credit will be awarded for any assignment that is more than two weeks late.

**A note about turning assignments in late.**

It is always the student's responsibility to know when an assignment has been given and when it is due. Some of our assignments, like the stages of the research paper, will have due dates stated on our syllabus. Other assignments will be assigned in a class, with a due date given at that time, usually the following week. If you miss a class, it is definitely your responsibility to contact someone, whether it is your professor or one of the students, to find out about what you missed during your absence so you can fulfill your course responsibilities. If you turn in an assignment late, you will automatically receive a 20% penalty on that particular assignment and you will receive no credit if your assignment is more than two weeks late. All students have my office phone number and email address and I suggest that you get the names and numbers of at least a couple of the students in our seminar as contacts, just in case you need to find out something.

Course readings, exercises and assignments

**Assignment #1**

To be completed during the course of the semester. All students will visit the professor at least two times to have a chat about themselves, about the professor and about the material. The first visit must be done before the midterm exam and the second before the final exam. It is always a good idea to get to use office hours as a chance for you and your professor to get to know one another and to discuss the course material. Of course, you may drop by and visit as many times as you wish but you must do so at least twice, once before the midterm and once after the midterm. Many students find it very helpful to meet regularly with their professors to discuss the class material, progress on their research papers or other assignments or to just shoot the breeze. You must visit me at least once before the midterm examination to have a chance at receiving full credit for this assignment.

**Assignment #2**

To be completed by Thanksgiving. Choose three different majors that you might have some interest in. You must go to the department office and get clear evidence that you were there. There should be brochures, information sheets, etc., that the department offers to students who want to know more about possibly majoring in that department. Then, in about two pages, explain why they might be emerging as leading candidates for your ultimate focus of study.

**Assignment #3**

Understanding the university catalogue and the schedule of classes. Due the day of the midterm exam but I strongly recommend that you peruse the catalogue and finish this assignment well before the due date. You really don't want to use time to finish this assignment right when you need to use your time to study for the midterm, right?

In about two pages, peruse through the electronic catalog and class schedule and summarize at least 6 to 8 categories of information from the electronic university catalogue, and also two kinds or categories of information from the schedule of classes that you believe will be useful to you while attending SJSU. Please include at least two examples from the policies section of the catalogue

Page sets from the SJSU Catalogue and course schedule:

<http://info.sjsu.edu/static/catalog/policies.html> -- catalogue

<http://info.sjsu.edu/static/soc-fall/soc-fall.html> -- course schedule information

**Assignment #4** To be turned in no later than the end of our last regularly scheduled class.

All students will attend three MUSE sponsored workshops and write a one page summary for each workshop summarizing what they learned from the workshop and how the information can help them better meet their academic responsibilities. One should be from September, one from October and one from November/December.

**Important note: Please refer to Appendix one for a list of questions to consider as you read each week's book assignment. Our class discussions and exams will directly relate to these questions.**

**Weeks 1 and 2 August 26th – September 2nd:** Introductions, discuss the syllabus and what a MUSE seminar is supposed to be all about. What does muse mean?

Introductory Assignment. Not graded.

Students will write a 2-3 minute introduction about themselves to be read at the 2nd class. Include where you grew up, major, why in college, career goals, interesting or unusual things about you, what your parents, brothers and or sisters are like and concerns you have about college.

Anne takes us down to the Peer Mentor Center

Discuss how to read academic materials.

Read for 2nd class session and discuss tips on succeeding in college.

Read chs 1-3 for week 3. Carefully read, underline and annotate ch 1 for class discussion next week. You must bring in your finished chapter for class review and discussion.

**Week 3, September 7th – September 9th:** Considering 19th century America.

Discuss chs 1-3.

Discuss how students read, underlined and annotated ch 1.

Discuss online and library research strategies.

Read chs 4-6 for week 4

**Week 4, September 14th – September 16th:** Considering what people do and what they are worth.

Library tour. Focus research examples on how wealthy capitalists exploit workers or how the rich take advantage of the poor.

Class discussion of library tour. Discuss research efforts to develop the paper.

Discuss class note taking preparation and strategies.

Discuss chs 4-6, examine and discuss student class notes of discussion.

**Assignment #5**: Carefully read, underline/outline ch 9 for class discussion next week. Turn in a xeroxed copy of chapter 9 after you have finished reading, underlining and commenting on the key points of the chapter. I will not accept this assignment late. If you do not turn it in on time, you may turn in a typed outline of the chapter instead but with a 20% late penalty assessed.

Read chs 7-9 for week 5.

**Week 5, September 21st – September 23rd:** How should people organize, how should they live?

Discuss chs. 7-9.

Review and discuss ch 9 underline/outline efforts. Any progress from chapter 1 efforts?

Read chs 10-12 for week 6.

**Week 6, September 28th – September 30th:** On International Relations, economics, equality, the media and leisure.

Discuss chs 10-12.

Discuss preparing for exams. What are the benefits of studying alone? What are the benefits of studying with a study group? What are the responsibilities of students in a study group?

Read chs 13-15 for week 7.

**Assignment #6:** Students shall find, read and in approximately two typed pages, relate the themes of Federalist 10 to Bellamy's discussion of how economic inequality leads to social unrest. The assignment also requires a statement of where and how Federalist 10 was found and whether the student found any supplemental material that helped the student better understand Federalist 10. This should be included in a short bibliography. The writing assignment requires a brief analysis of what Federalist 10 is all about and how the theme in Federalist 10 relates to Bellamy's critique of economic inequality.

**Week 7, October 5th – October 7th:** On Economic inequality and also posturing for the midterm.

Discuss chs 13-15.

Students will discuss their papers on Federalist 10. They will tell where they retrieved a copy of it and if they found some guide that explains it for them.

Assignment: not graded: Studying for the midterm. Getting into study groups? This is not required but recommended.

**Week 8, October 12th – October 14th:** Midterm, campus tour.

Midterm examination.

Some field trip around campus. Maybe a campus tour. Class, any suggestions?

Read chs 16-18 for week 9.

**Week 9, October 19th - October 21st:** Central planning, political corruption and retirement.

Annotated bibliographies due and returned with comments.

Discuss chs 16-18.

**Assignment #7**

Write a two page paper about central planning in the Soviet Union. What happened? Would Leete be surprised to see what happened? Students will also examine the bibliography to see what sources they used and discuss their research strategies.

Read chs 19-21 for week 10.

**Week 10, October 26th – October 28th:** Law, criminal behavior and education.

Discuss student's papers on central planning and what they did to research the topic?

Discuss chs 19-21.

Read chs 22-24 for week 11.

**Week 11, November 2nd – November 4th:** Capitalism, wealth and human behavior

Finish any lingering discussion points from last week’s shortened week.

Rough draft of research papers due and returned.

Discuss chs 22-24.

Read chs 25-Postscript for week 12.

**Week 12, November 9th - November 11th:** The role of women in society; the necessity of love in Utopia, the book’s possibilities.

Discuss chs 25-Postscript.

All student papers are due November 11th and presented during the next 3 weeks of class.

Selecting student paper presentation order for weeks 13-15. Discuss expectations for presentations.

**Weeks 13, 14 and 15: November 16th - December 2nd,:** Exploring "Looking Backward" from the student's point of view: research paper presentations.

Student paper presentations.

If there is time, final Assignment: In 1-2 pages, reflect on what kinds of things you learned about in this seminar and how it has affected you as a person and a student.

**Week 16, December 7th – December 9th**: What did this Muse seminar teach me: Substance, study habits, and about myself.

Review for the final exam.

Final Exam is scheduled for Monday, December 13th at 12:15 – 2:30 p.m.

Appendix One: Key questions for reading assignments

**Week 1**: Introductions, discuss the syllabus and what a MUSE seminar is supposed to be all about. What does muse mean?

**Week 2**: Considering 19th century America

Read and discuss chs 1-3. Key questions include:

What is wealth as opposed to a paycheck?

What is the coach analogy?

Do you think the coach analogy applies in our society?

Do you work? Do you feel exploited?

Why were the workers striking in the 19th century?

**Week 3**: Considering what people do and what they are worth.

Read and discuss chs 4-6. Key questions include:

Why is Boston so beautiful and how is wealth used?

How did wealth and power get so concentrated in 19th century capitalism?

Why is production more efficient in larger than smaller business settings?

Why do smaller businesses create more equality but more misery?

Why do citizens control politics in democracy but not economics in capitalism?

How does Bellamy's socialism create a kind of democracy for both politics and economics?

What are the functions of government in 19th century? In the 20th century?

What is the industrial service?

**Week 4**: How should people organize, how should they live?

Read and discuss chs 7-9. Key questions include:

How does the industrial service work?

How come people in all jobs, from low skilled labor jobs to high skilled professions are perceived as moral equals?

How does the distribution of products work?

Why is it more efficient?

Why must all citizens use their credits at the warehouse showrooms and not allowed to buy and sell amongst each other?

What does it mean that all people get the same credits based on their humanity, and not what they do for a living?

**Week 5**: On international relations, economics, equality, the media and leisure.

Read and discuss chs 10-12. Key questions include:

How do people shop in the new society?

Why do some people choose to own bigger houses and some smaller houses?

Why does Bellamy favor a spirit of human cooperation over human competition?

What is music like in the new society, compared to the 19th century?

Why might inheriting things be a burden in the new society?

Why don't people generally cook their own dinners and clean their own clothes?

How is medicine practiced?

Why, in a communal setting, can people still choose their own doctors? Doesn't this seem at odds with Bellamy's communal society?

What kinds of incentives are built into the industrial workforce to keep citizens wanting to do their best work?

How come the disabled and mentally retarded get equal credits when they can't work?

How does the industrial service tend to maximize citizens' natural aptitudes? Why weren't citizens' natural aptitudes maximized in the 19th century?

Why were the rich better able to develop their natural aptitudes in the 19th century but generally didn't do so?

**Week 6**: On economic inequality and posturing for the midterm.

Read and discuss chs 13-15. Key questions include:

How do different nations carry on commerce with one another in the 20th century?

Does Bellamy envision a world government?

How would a unitary, world government be different from the federal concept, where different nations are autonomous?

How would different nations handle emigration and immigration?

How would a citizen pay for travel to another country?

What is the one umbrella analogy about?

What is the discussion about the waiter and the dinner patron respecting each other about?

Is it unethical to disdain a person for the services they provide you, services that you would be ashamed to do yourself, yet still accept the service?

Do you believe it is true that inequality in economics leads to social division and unrest?

What is the idea of solidarity of humanity and how is it fostered through absolute equality of condition?

Why do the citizens in the new society spend so much of their resources on providing leisure?

What are your views on using the nation's resources to improve the quality of life for all citizens rather than having individual citizens fight one another for resources in order to live individually grand lives?

How do citizens get their literary efforts published and distributed to potential readers?

What is Bellamy's views about a media driven by private ownership, driven toward profit? Can it be objective? Why or why not?

What is the role of an educated citizenry in ensuring an objective media?

**Week 7**: Midterm examination, campus tour. No book discussions.

**Weeks 8-9**: Central planning, political corruption and retirement.

Read and discuss chs 16-18 for week 10. Major questions include:

What do the Leetes think Julian West will do to contribute to this new society?

How are the goods and services for the nation determined?

What are some of the arguments Leete uses to justify their concept of central planning as preferred to capitalism?

How is the president selected?

According to Leete, how does that system eliminate corrupt political leaders? Do you agree?

How does Julian West's and Leete's view of retirement differ?

Which view do you prefer?

Is our society's concept of retirement closer to West's or Leete's?

**Week 10**: Law, criminal behavior and education.

Read and discuss chs 19-21 for week 9. Major questions include:

How did the new society all but eliminate crime? Why is equality the anecdote for criminal behavior?

What did the new society do to the rare person who committed a crime?

Why are there no lawyers?

How are judges selected? Why are there both men and women judges?

How come know one lies in the new society?

If there are virtually no crimes and no one lies, what do the courts and judges actually do?

Why aren't people in the new society ever rude or uncivil toward each other? Do you think our own society is civil and polite? What are some of the signs in our society that support your view?

How are laws made?

Why are there so few laws?

Why has equality settled most problems in society?

What is Leete's pyramid analogy describing law making in the 19th century and by contrast, in Leete's new society?

Why are there no more states in the United States but there are still cities and municipalities?

Why is Edith Leete puzzled by Julian West's amazement that all of his gold and securities in the 19th century wouldn't buy him a loaf of bread in the new society?

How are children educated in the new society?

What is the new society's view of educating all people?

Why would equality require that everyone be well educated?

Do you agree with the 3 reasons Leete gives to justify an education?

Why are people generally all physically fit?

What affects does a physically healthy society have on education and the new society?

**Week 11**: Capitalism, wealth and human behavior

Read and discuss chs 22-24. Major questions include:

Why is the new society so rich? Is it really rich?

Why is the new society so much more economically efficient than the 19th century?

What are the huge wastes of capitalism?

What did Leete say were the benefits of the new society?

From our discussion of central planning, do you agree with Leete's view about central planning?

Why is the nation's wealth not used on ostentatious displays but instead on comfort, convenience and recreation? Another way of asking this is…

Who benefits most by ostentatious displays of wealth? How? Who benefits most when wealth is used on comfort, convenience and recreation? How? Which of these two types of societies would you rather live in?

What does Leete mean that the great industrialists of the 19th century, with all their vast fortunes, didn't know how to make money?

Can you guess Edith Leete's big secret? Ok, how come you already knew? Did a monkey tell you? Who knows what I mean by that?

Why did the National Party, instead of a Labor Party develop in the early 20th century to lead the way to the beginning of the new society?

**Week 12**: The role of women in society; the necessity of love in Utopia; the book’s possibilities.

Read and discuss chs 25-Postscript. Key questions include:

What role do women play in the new society?

How do women fit into the industrial service?

Why are women happy, not miserable in the new society?

Why did Leete think women were miserable in the 19th century?

Do you think women are actually equal if there is a separate industrial army for women?

How are women represented in government?

If women were primarily dependent on men in the 19th century, why are they so independent in the new society?

Why would it be a moral outrage for someone to have to depend not on the state, but on another individual, for survival?

Why do people only marry out of love, not necessity, in the new society?

What does Leete argue are some of the biological benefits to a society where all marriages are founded out of love?

Why do people in the new society believe that women are so vitally important?

What does Barton say is even a more dramatic improvement than the nation's economic progress from the 19th century to the new society?

As bad as society was in the 19th century, does Barton believe society's miseries increased as one further back in time?

What does Barton believe caused the downfall of the 19th century society and the mainstay of the new society?

Why did Barton believe the 19th century fostered a brutish society and the new society fostered a civil society? What is the analogy of the tree growing in the bog all about?

So, if this book were made into a movie, would it be a science fiction chick flick?

What happens to Julian West?

Why are the dinner guests so outraged?

Why is Julian West so guilt ridden at the end of the book?

When the editor of the Boston Transcript reviewed the book, why did he say that Bellamy's utopia would take 75 centuries, not 50 years to happen?

What was Bellamy's response? With whom do you agree?

Appendix 2: Student Ethics and Responsibilities

Students taking this seminar and any class make a commitment to learn about and diligently practice skills required of serious, university students. At a minimum, successful learning will require students to be cognizant of the following:

1. Reading course materials: Reading materials in an academic atmosphere is different than reading for pleasure. Students will learn and practice sound reading habits. Students will be expected to read carefully and consider each reading assignment before coming to class. This will help students better understand the relationship between the topics in the reading assignments and the subject matter covered during our seminar discussions. Careful reading prior to class will also allow you to frame ideas and ask questions that will further both the quality of our seminar discussions and your ability to listen and learn from them.

2. Time commitment to this and other courses: University guidelines suggest that students engage in a minimum of 2-3 hours of preparation per each course unit. For a three unit course, students are expected to engage in a minimum of 6-9 hours of work each week outside of class time to adequately prepare for class. This is a rough average and you will find that sometimes you will not use a full 6-9 hours of reading or writing for a particular week of class but sometimes you will have to expend more than 6-9 hours, especially when major writing assignments and exams are factored into your preparation time. Students should carefully consider how to effectively use class preparation outside of class to both prepare for the immediate responsibilities of each impending class as well as any major reading or writing responsibilities looming later in the semester.

3. Penalties for missed or late assignments: One of the keys to academic success is to meet your responsibilities on time. It is the student's responsibility to inform his or her professor of any planned absences which will interfere with assignments. It is also a courteous responsibility to notify your professor as soon as it is possible if unforeseen situations make you miss a class or an assignment deadline. In this and most other classes you will take, late penalties shall be assessed for work turned in late. Students should always plan to have assignments completed before the day they are due. You never know what unforeseen events can impede your progress and you should always assume that something could delay you.

4. Cheating and plagiarism: All students are responsible for informing themselves about the formal rules and university ethics concerning cheating and plagiarism, which are partially outlined in the SJSU catalog. Understanding what constitutes plagiarism is critical since students found guilty of plagiarism could be expelled from the University.

Plagiarism is a topic that is often confusing to students who have not been fully informed of the standard rules. For papers that you write outside of class,you should credit every source you consult by listing it in a bibliography, even if you do not directly quote from the source you are using. Any source you paraphrase, précis, quote or summarize must be directly credited with a footnote of some sort to prove that you are not attempting to take credit for someone else's work. In this course, students shall practice with the MLA (Modern Language Association) form of attribution. Full examples can be found for this attribution style in several places, including the bookstore, library, and the internet. A link to the MLA style can be found on Ken Nuger's webpage.

As freshmen, you have not yet had opportunities to write papers for classes that could be used in another class. Recycling papers is not acceptable. It is possible to build on previous work you have written in a different course but it is your responsibility to notify the professor of your desire to do so and work with the professor to appropriately build on previous work.

One note of caution. The internet presents opportunities for cheating, and opportunities for catching cheating. Please, please, do not do it. Plagiarism leading to expulsion could destroy your future.

5. Professionalism, courtesy and civility: Appropriate classroom etiquette includes arriving on time and staying for the full class, being prepared, and treating other students and their opinions and arguments with respect. The professor reserves the right to deduct from a student's overall grade for particularly egregious examples of poor classroom etiquette, and to reward students for outstanding displays of collegiality.

6. Attendance: Regular, on time attendance is required and offers a variety of benefits. Attending class on time and on a regular basis:

helps students hear explanations and analyses of their course reading material, which ultimately helps them better understand the substantive course objectives. It also is the only way to be sure you hear perspectives and analyses of material not discussed in class readings. This seminar will often require students to gather information beyond that which is found in class readings and present it to the class and it is essential that students hear and understand this information. The only way to do this effectively is to be in class to hear it.

gives students a chance to ask questions about the material, not just to the professor but to other students as well.

is the ONLY way you will be able to engage in class participation, which is graded in this seminar. If you do not attend class on a given day, your participation grade will necessarily be zero for that day.

is the best way to ensure that you are informed of all the course assignments and due dates.

7. Incompletes, academic renewal, course drops, receiving a U versus an F. Sometimes students “get in over their heads” and need alternatives to finishing the course. I will be happy to issue an incomplete if 1) a student has made arrangements for making up the course by coming to me and filling out the department incomplete form prior to the time of the final exam, 2) the student has completed 2/3 of the assignments, and 3) the student offers a good reason. However, be aware that you will have just one year to make up the assignments or the incomplete automatically turns into an ‘F”. University rules specifically prohibit professors from issuing an incomplete to students who need to attend a significant portion of the course to be able to finish it.

An alternative for students who do not qualify for the incomplete (for example, if you have done less than 2/3 of the assignments or you need to attend a lot of lectures) is to retake the course under academic renewal. You are limited to a certain number of courses over your college career, but this can be an excellent option in certain situations.

I will cooperate with any student wishing to drop the course for any reason. However, the University has adopted strict rules against dropping and it is not possible to do so after the first few weeks without having serious and compelling reasons for doing so. I disagree with the policy but cannot change it.

I am required to issue a "U" to students who do not drop the course but who stop coming to class and doing the assignments. I assign “U”s to those students who “disappear” after doing no graded assignments, and “F”s to those students who “disappear” after doing at least one graded assignment. But both grades are equally bad, so avoid them both. Check the university catalogue for the latest academic rules that might affect you.

8. Disabled students: If you need accommodations because of a disability or if you have emergency medical information to share with me, please make an appointment with me as soon as possible, or see me during office hours. I will be happy to work with the Disability Resource Center to accommodate your needs.

Appendix 3: How to write a good essay/research paper

Adapted from various writing rubrics

**Essay Grading Criteria**

Your goal is to craft essays and research papers that meet the three "C"s of outstanding composition. These goals are to write papers that are correct, clear, and concise. Papers must be typed, double-spaced, stapled, and employ professional margins (1") and fonts (12 point). Papers should always have a thoughtful title that conveys what the paper is about. Papers should always use some accepted style of attribution. Often, professors prefer particular attribution styles so it is always wise to find out what the professor's preference is. Stay within the maximum word or page count to have the best chance of earning full credit, or ask the professor is you may extend the maximum word or page count if you feel it is necessary to do so. Assuming that you've met the basic requirements for each paper, full credit depends upon excellence along these criteria:

1. Your paper is grounded in a wide range of sources, possibly including book, monographs, government documents, scholarly journals, periodicals, magazines, news sources and quality internet resources. For final projects, a wide range of sources offering different views and perspectives about the topic you are researching will help you form a more sophisticated and complete set of ideas and arguments from which to develop your paper. Classroom notes should offer background to your research, but do not count as cited evidence.
2. Your paper is well organized. Dedicate your first paragraph or two to an attention-grabbing introduction and thesis which offers a clear forecast of what your paper will examine. Successive paragraphs must develop major points and develop seamless transitions that help the reader understand how you are developing your paper's main theme. Your final paragraphs should offer a succinct review of your paper's main arguments, juxtaposed with a well reasoned, thought provoking conclusion that demonstrates why your argument or point of view has value.
3. Your paragraphs are well structured, logically organized, and packed with information. The first sentence of a paragraph is the topic sentence and it introduces the idea the paragraph will develop. Pay very close attention to your topic sentences, ensuring that they relate to your paper's theme or, if you are developing a particular section or part of your theme, the main point of that particular section. If possible, can you relate the ideas already developed in previous paragraphs to this next paragraph? After the opening sentence of a new paragraph, the next few sentences offer support and clarity to the idea presented in the opening sentence. The concluding paragraph should reiterate the main point of the paragraph in a way that helps the reader recognize how the paragraph helps further explain what you have already written about. Also, keep in mind that short journalistic style paragraphs, as well as paragraphs lasting a page or more, risk the appearance of being poorly developed.
4. Your paper should be free of clichés (such as "Don't have a cow, man"), along with errors in spelling, punctuation, and grammar. Use one of the newer word processors that offer spell and grammar-check. Try to figure out efficient ways to write sentences. Can you reduce three or four words into one or two to make the sentence less lengthily? Also, feel free to share your draft with a anyone to get advice. A wonderful tip is to have someone, or yourself, read the paper out loud so you can hear what your sentences and ideas sound like. You will be amazed how obvious writing errors are when you hear them read out loud.

**The following is a general guide to help you understand the criteria**

**that professors consider when grading research papers and essays.**

**"A" essay/reports/research papers (receiving 90% or more of the total points)have the following characteristics:**

1. carefully follow both the general and any individual guidelines given by the instructor
2. fall close to the maximum number of word-processed, double-spaced pages allowed for this essay/report
3. are written in standard English, at an upper division college level, with complete sentences and appropriately developed paragraphs
4. are free of redundancies, and errors in spelling and grammar
5. make appropriate use of proper terminology and concepts
6. develop each of the main ideas in a clear and logical fashion so as to give an integrated picture of their relationships; include insightful interpretation that goes beyond the obvious
7. develops smooth transitions from one concept to the next so as to provide flow and avoid choppy writing
8. cover all of the major aspects of the assignment without going off track or padding
9. are turned in on or before the deadline

**"B" essay/reports/research papers (receiving 80-89% of the total points) differ from "A" papers in one or more of the following ways:**

1. show less care in following guidelines
2. have a few lapses in good writing
3. use terms and concepts with less than full clarity about their meanings and relationships
4. some transitions between topics are unclear or ineffective; essay feels choppy in one or more places
5. show some tendency to go off track, pad the paper or have redundancies

**"C" essay/reports/research papers (receiving 70-79% of the total points) differ from "A" papers in usually more than one of the following ways:**

1. show minimal care in following guidelines
2. have more than a few lapses in good writing
3. use terms and concepts in an undefined manner with an ambiguous description of their relationships
4. writing lacks flow, transitions between concepts not always effective
5. go off track, pad the paper or have redundancy in at least one instance

**Less than "C" essay/reports/research papers (receiving less than 70% of the total points) differ from "A" papers in usually more than one of the following ways:**

1. show no care in following guidelines
2. have numerous lapses in good writing
3. do not use terms and concepts in a clear manner and with no plausible description of their relationships
4. writing lacks flow because transitions are not apparent or ineffective
5. frequently wonder off track, pad the paper or have redundancies

Appendix 4: How to read chapters and books (for real!)

**Before your start reading the chapter**

1. First, find a nice comfortable place that is quiet and allows you to lose yourself for awhile in what you are reading. Make sure you are sitting so you can better outline and comment in the book or writing tablet.

2. Before you read a chapter, spend a minute or two considering the title of the chapter, if there is one, and any sub headings that break the chapter into smaller sections. What can you infer the chapter might be about from the various sub headings? Also, textbook chapters often present key terms, theories or concepts in bold or italic print or off in the margins. Sometimes, the end of textbook chapters have summaries or conclusions. Read these to get a good feel Consider these valuable hints as to what is in store for the reader.

3. Read the first and last paragraphs of the chapter? Do you have a slightly clearer idea of what the chapter might be about?

4. If you wish to take another couple of minutes, it is real helpful to glance at the beginning sentences of the paragraphs throughout the chapter, or at least in each sub section before you read that section. These first sentences are topic sentences and they tell you what the paragraph will be about.

5. When you begin reading, the above few minutes (really, no more than five minutes maximum) of pre reading preparation will help you better understand what it is you are about to read. Knowing in advance what you are going to read about really helps you understand the key concepts and ideas presented in the chapter.

**As you are reading the chapter**

6. Slow down, you are not reading a novel for the fun of it. Remember, you are going to have to take big, important exams and quizzes on what you read and you will NEVER earn an A because you read a chapter really fast. You need to know what you are reading about. Right?

7. As you read, be alert for key hints about important things. Often an author will use telling words that give hints of important information to come. Textbooks discuss events, theories, concepts, and all of these ideas have to be articulated to you. As you read, try to gain an appreciation of telltale signs that you really need to slow down and very carefully read and think about a particular passage.

8. Underline, mark, or in someway demarcate important ideas. These usually are sentences that directly relate to the key ideas being presented in the chapter. You might underline definitions, explanations, arguments and/or rebuttals, lists or categories of things, sequences of events. Much of this depends on the book's subject but whatever the book is about, there is going to be information that directly relates to the broad themes in the book.

9. Who says you can't write in your book? Well placed comments you write in the margins next to important passages will help you better understand and remember key concepts in the chapter.

10. Can you come up with a very rough, imprecise but still useful way to distinguish material that you need to know from really, really, really important, crucial, key to the chapter, if you forget this, you're screwed, types of information? Would a checkmark or two, a star, a dot, whatever you choose, help you more carefully mark the importance of passages you are reading?

11. When you are done reading and while material is fresh in your head, are you willing to write/type out an outline of the key points of the chapter. Yeah, this takes some extra time but it forces you to think about the chapter one more time before you go off and live life. Writing an outline of the key points of the chapter will help you remember so much more about what you read and will be a real help when you have to study for the exam. Some people make the effort to write an outline as they read, underline and comment on the book. The point here is to make yourself articulate the chapter in your mind in a very deliberate fashion. That will force you to think about what you are reading.

**If you are reading a book**

If you are reading a whole book, look at the table of contents before you start plowing through the book to get a feel for how the book is going to present the book's subject matter to you. Take a glance at the index to see what kinds of things are in the book. You should be able to do this in less than five minutes.

Appendix 5: How to take notes in class

First, the preliminaries.

1. Get to class before it starts and get out paper and any book materials the class is going to refer to that period. Date the day's notes at the top of the page so you can keep your class notes in order.

2. If it is possible, sit in the front of the class. Yeah, I'm serious about this. It has lots of advantages. You will be distracted less because you won't see anything going on behind you. All you will see is the professor and the writing board behind the professor so it will be easier to pay attention to what is said and written down. Did the professor write some type of outline or information on the blackboard that will be the focus of that day's lesson? If so, write it down.

Especially sitting in the front of the class, the professor will likely come to know who you are instead of being some faceless student without an identifiable name.

3. Concentrate! It is important that you develop some way of quickly jotting down the main ideas being articulated at the moment. Don't use complete sentences; write brief statements, jot down key terms with concise, definitions or descriptions. Be brief but be able to remember what your notes are referring to. Some students have practiced with formal methods of outlining. If you are comfortable with that and not too anal about keeping headings and subheadings consistent, by all means outline. But the key isn't how formal the structure of your notes look but how well they will jog your memory about the important points of that day's lesson.

4. When you are not sure you understand something, ask questions. Are you so shy that you are willing to fail a class because you wouldn't ask questions? Remember, you are in a university. You are smarter than you think and asking questions forces you to be involved in the class. It also creates a pause, which can give you added time to finish writing some point in your notes. Besides, tons of other students will be glad you are asking questions because it will help them understand the material too. Also, professors will think you are a serious student and will probably give you the benefit of the doubt when they grade your work. Really!

5. Finally, before you go to bed that night, spend a few minutes rereading your notes and clarify any idea that you didn't quite have enough time to write down clearly enough for you to understand weeks later when you are studying your class notes for an exam. The chance is great that you will remember the lecture a lot better the same day you heard the lecture than trying to recall what your vague notes meant when you next look at them weeks later, right before an exam. Seriously, this is really important. It will force you to read about the day's lesson one more time which will help you remember the class material better and it will give you an opportunity to clarify any imprecise wording in your notes.

Appendix 6: How to study for an exam

1. First of all, before you even start studying for any exam, be sure you have all of the reading assignments completed. When students say they spent ten hours studying for an exam but nine of them was catching up on the reading, the effective study time is really just one hour. The clock on studying for an exam doesn't even start until all the reading is completed. Hopefully, you have already read the material carefully and have an outline and/or a marked up set of readings to help you study.

2. If possible, start studying for an exam at least two or three days before the exam. Try to study in blocks of time of at least one or two hours per block. Any longer than a couple of hours will likely drain you so much you won't be able to concentrate.

3. Get your class notes out and place them in an order that makes sense for the class. Usually, chronological order works best but that may depend on what you are studying. Also, get out all of your readings and any notes you may have written on your readings. Starting with the first day of class, carefully examine your class notes and the readings that correspond with your class notes. It might help if you are willing to write down once again, the key theories and concepts that your class notes and readings dwell on. Can you verbally, out loud, describe or define the idea you are studying? Lots of ideas make sense when someone or something else describes while you listen or watch, but you won't really know how well you know something until you can completely and succinctly discuss the idea out loud.

4. Make a note of anything you do not fully understand. Go see the professor during office hours and ask your questions. You may be able to do this by email, should the professor allow this but it is harder to have a spontaneous discussion about some point that confuses you. Real time oral discussions work better than broken up, time consuming email and face to face discussions are usually more effective than phone conversations. However, if you know when your professor's office hours are, you can study during those times and if you do have a question, you can call the professor, get the question answered and continue with your studies.

5. Can you get in a GOOD study group? Studying in groups of a few can be very beneficial. Ideas that confuse you may be clear to someone else who can explain it to you. Having different students offer their perspectives on the material can help you learn the material more completely. You have a built in audience to orally try and describe some point. Be careful though, to get in a study group where everyone is prepared to study, not mooch off of someone else's efforts.

6. After a few studying sessions, the material should become clearer to you. Can you think of hypothetical questions that address the material? Can you compare and/or distinguish among the various parts of the material the exam is going to cover? Try to anticipate how ideas fit together or why they don't fit.

7. Will the exam be open note or open book? This is not going to be likely but if you are allowed these things, it is important that you prepare your notes or book readings in a way that allows you to clearly and very quickly refer to them. Put post it notes on key pages in books identifying the idea on the page at the top of the post it note. Organize your class notes in a easily retrievable format, marking pages with key information with post it notes, again noting the main idea at the top of the post it note. Perhaps you can write up a very succinct summary of your notes and book themes on a sheet of paper. The biggest problem students have with open book/note exams is that they tend to spend way too much time looking for material and not nearly enough time writing an answer. Especially with open book/note exams, it is really important to not get lazy studying for the exam assuming you can just look at your notes come test time. That attitude brings nothing but trouble on test day.

7. Try to get a good night's sleep and come to class prepared. Bring enough pens/pencils, paper, bluebooks, whatever you need.

Appendix 7: How to write an essay exam

1. First, when you take any exam, be sure you get to class at least 5 minutes before class begins to settle in, clear your mind and get focused on the task ahead. Go to the bathroom before you get to class. Going to the bathroom may not be allowed during an exam and even when it is, you lose valuable time using the restroom. When you get the exam, read all of the directions very carefully. Do you know what is being asked of you? If you are not absolutely certain what the test is commanding you to do, ask the professor.

2. Before you start writing an essay, write down a brief outline of the key points, concepts, theories, examples, etc., that you need to discuss to answer the question. This shouldn't take more than a few minutes, maximum and will help you organize your thoughts and allow you to write a more complete, organized essay. Don't get off track! Stay focused on what the question is asking you to write about. When students get off track they leave the question's requirements unattended and burn up time valuable time.

3. Do you get a choice of questions? Take a moment to figure out which question or questions you can write the strongest essays on. Don't write on everything if you get to choose from among the questions assuming the professor will choose the strongest answers. Much more likely, the professor will grade the first essays presented and ignore the rest. Usually, you will do worse on an exam if you try to answer all the questions when instead, you are supposed to focus on a smaller selection of your choice. This is because you will spend time writing answers that will not be graded and therefore, will not have enough time to focus on your choices.

4. Many students use a different colored pen to write key terminology that the professor will certainly be looking for. These visual cues help the professor keep track of all the different points you are talking about. If you don't want to use a different colored pen to write key concepts, terms, names, etc., at least underline them to make them stand out.

5. Write in complete paragraphs, being sure you cover all of the points in your outline in an orderly, logical manner. Do you need to discuss material chronologically? Do you need to discuss different theories or concepts? Each paragraph's opening sentence should identify what the paragraph will be about. There should be explanatory sentences defining and describing the idea addressed in the paragraph. It may help you to introduce an example or two of what you are writing about and it also may help you to offer your views on what you write about. However, be absolutely certain you do not substitute your opinions for the course curriculum that is framing the exam. Professors are testing you on the material you learn in class and in your readings. Try to end your paragraphs in a way that sets up the next paragraph so your essay makes smooth transitions from one idea to the next.

6. If you need to list things, be sure you at least briefly describe, define or explain each item on the list. Anyone can memorize a bunch of words and compile a list but that does not mean you know what you are talking about. The professor will not assume you know some term merely because you wrote it down. Explain it!

7. Keep track of time. Is there a major essay question and a minor one? Are the questions all worth the same. If one question is worth 60 points out of 100, be sure you devote at least half of the class period to it. Don't spend more time on questions that don't make up the bulk of your grade than on questions that do.

8. If you finish before time is up, carefully read your answers. You make think of something you omitted. You might want to clarify a point that you are not satisfied with. If you know there are some ideas that you just couldn't remember while you were taking the test, sit there and use the time to try to remember something that you can add to your answer. Can you remember chapter themes from your readings? Can you recall some interesting point in a lecture or discussion. Many times, something will come to you after you think about it long enough. It can't hurt.