**SYLLABUS**

**PUBPOL 495.002 Utopia or Dystopia? When Imagined Worlds Become Real**

**Tuesday / Thursday 11:30am – 12:50pm**

**Weill Hall 1220 / The Fisher Classroom**

**Winter 2023**

**Instructor:** Molly Spencer | she/her/hers

**Office:** 3223 Weill Hall

**Email:** mollysp@umich.edu

**Drop-In / Office Hours:** Tues. 2:00pm–4:00pm, or by appt.: <http://fordschool.mywconline.com/schedule.php>. Appointments take place in my office, Weill 3223, or on Zoom *if arranged in advance*.

**Course Description & Objectives**

Most people assume that utopia and dystopia are opposites—that the terms signify perfect or ruined worlds, respectively. But as concepts and a literary genre, utopia and dystopia have much in common: They both constitute an attempt to imagine an alternative world that has lessons for our own. And both utopia and dystopia are concepts and modes of writing that seem especially relevant to consider in times—such as our own—of great social and political upheaval. Dystopias help us analyze what might have gone wrong in our existing society; utopias encourage us to imagine alternatives at a time when radical solutions are sorely needed. In fact, one could argue that all public policy has its roots in utopianism: the fundamentally human dissatisfaction with the way things are and the equally human drive to create for ourselves a better (if not perfect) society.

In this course, we will first ground ourselves in utopian theory by discussing definitions of utopianism and utopias and by examining two of the canonical utopian texts—Plato’s *Republic*, Thomas More’s *Utopia*—that gave rise to the genre and raised the fundamental questions with which future utopian visions have wrestled: What should a utopia require of and seek to obtain for its citizens? To what extent is true utopia possible? For whom and for how long? What are the benefits and hazards of pursuing utopian ideals? What competing utopian values contradict or compete with each other? What freedoms must be sacrificed? We will conclude our discussion of utopian theory by examining Black utopian thought and how it aligns with and diverges from “classical” utopianism.

In the second part of the course, we will turn our attention to examining real-world attempts to implement utopian philosophy at the community, the city, and the state level, determining why and to what extent such utopias may have succeeded, or to what extent their efforts might have created a dystopia for some or all people. In analyzing these utopian/dystopian projects, we will continue to pursue answers to the questions raised by Plato, More, and Black utopian thinkers while considering new ones: What room is there in the political process for utopian imagination and idealism? By what means—peaceful or violent—should utopia be pursued? Can utopian schemes be implemented successfully on more than a communal scale? How should success (or failure) be defined? What is gained in these utopian projects, and what is lost? What lessons do these projects hold for policy makers?

**Preparation and Engagement**Because this is a seminar course that relies heavily on discussion and in-class engagement, *the value of this course depends heavily on the quantity and quality of preparation and engagement by each of you*. I encourage you to come to class prepared, listen attentively to one another, and contribute regularly to discussions without dominating.

*Preparation:* In terms of preparation, this means that students must arrive to class prepared, *having read and thought critically about the assigned reading* for that day. To help encourage this, I will:

* Provide discussion questions on Canvas for each set of readings. You should *read and consider these questions before, during, and after you read*, and jot down your answers, insights, and questions, so that you’ll be prepared to discuss your ideas in class. I encourage you to annotate your texts and take notes as you read; research shows that we retain more if we engage in these two activities while reading.
* Begin class with groups to discuss and aggregate individual responses to the discussion questions and to report back to the class with common insights, comments, connections made to other readings, questions, uncertainties, etc., related to the discussion questions; and/or,
* Begin class with individual, written answers to a question (or a few) about the readings; and,
* Give occasional, open-note (but *not* open-book) reading quizzes worth 10 percent of your grade

My intention here is twofold: 1). to make the reading assignments more engaging and less burdensome than if each of student were reading and individually answering cold-called questions, and 2.) to help everyone focus their thoughts into words *before* class discussions, so that speaking up will be less daunting for those to whom it does not come easily, and so that our class becomes a space for a respectful and challenging exchange of ideas.

*Engagement:* In class, I look for the following signs that you’re engaged: punctuality and presence; focus (avoiding distractions); asking questions; listening; engaging with specific concepts and ideas from readings and discussions; building off what others have asked or said; making connections among concepts, readings, and class discussions, etc. I understand that speaking in groups comes more easily to some than to others, so I am not inclined to apply a one-size-fits-all approach to spoken contributions in class, but I ask that you make your best effort to participate substantively in the ways that feel authentic, if not always entirely comfortable, to you.

*Evaluating Preparation and Engagement:* Components of the preparation and engagement grade include: attendance and punctuality; engagement with readings, class discussions, and activities; credit / no credit assignments (e.g., student questionnaire, collaborative discussion notes, assignment proposals, self-assessments); contributions to group work; and reading quizzes. Students will submit two self-assessments, and receive two interim assessments from me, of their preparation and engagement during the term.

**Engaging with Difficult Material**

Things go wrong in attempted utopias, and utopian impulses and/or principles have been used to justify ethically questionable, and patently abhorrent, actions and policies. *You will encounter what might be uncomfortable, disturbing, and / or traumatic material in this class*, including but not limited to: genocide, war, religious cults, racism and racial violence, police violence, sexual violence, child abuse and neglect, child marriage, child sexual abuse, eugenics and ableism, homophobia, and misogyny. I will provide content notes on Canvas, and we will set ground rules for how to handle difficult material as a class, but it’s not possible to anticipate, in every case, the material a student might find disturbing, nor every direction a class discussion might take. I ask that you prepare yourself as well as you can to engage with potentially disturbing material. If you have any concerns about this, please make an appointment with me in the first week of the term so we can discuss how I can best support your engagement with the material of this course.

**Attendance and Due Dates***Attendance:* Attendance is important, *and* so is health and well-being. Attendance is important, *and* emergencies happen. Absences are excused in cases of illness or emergency. For excused absences, please *let me know in advance* that you will miss class. More than two unexcused absences and/or chronic lateness will lower your final grade. Four or more absences may result in failure or a request that the student withdraw from the course.

*Due dates:* I set assignment due dates for three reasons. One is to encourage you to integrate the concepts and themes of the class into your thinking as we move through the material so that you can apply these themes and concepts to subsequent material. Another is to mimic the constraints of the “real” world, where you will have inflexible deadlines in professional and other post-graduate settings. The third is to manage my grading workflow so that I can provide substantive responses to your work. Still, I realize life circumstances can genuinely affect your ability to meet deadlines. That’s why I provide one extension—no questions asked—per student, if you *request the extension 24 hours in advance of the deadline* *using the “I need an extension!” form on Canvas*. In your request, you will propose a revised due date and let me know if you need extra help and/or support, or merely more time, to complete the assignment. I will consider additional extension requests on a case-by-case basis—again, if requested 24 hours or more in advance through the form on Canvas—but I encourage you not to make such requests a pattern. *Due to U-M deadlines for submitting final grades, I cannot give extensions for your final project (group presentations, final memo, peer- and self-evaluations)* except in the gravest of circumstances.

*For late work without an approved extension, your grade for the assignment will be lowered by a degree (e.g., from A- to B+) every day past due*, and in either case (extension or no) turning in assignments late will delay your receipt of your grade and feedback from me. *“Late” means anything after the designated date and time* on the assignment page in Canvas, including 12:00AM if the assignment is due by 11:59PM.

**Communication**Email (for issues that apply only to you or a few class members) and Canvas Announcements (for information that applies to the whole class) are the primary ways I will communicate with you. Please *check your e-mail regularly and opt into Canvas Announcements notifications*.

I ask that you *use e-mail, with “495.002” at the beginning of your subject line, to contact me*. I do not check, and will not respond to, messages through Canvas. This approach allows me to consolidate my communication on one platform. As a rule, I do not check my e-mail over the weekend; however, if an emergency arises over a weekend that impacts your ability to complete class work on time, you can generally assume that I’ll grant an extension if you meet the conditions discussed above.

Office hours are another good venue for communication. These are drop-in hours set aside for members of this class only, so don’t be shy about using them. You can come with questions, concerns, ideas, paper assignments, or anything else related to the course (*except* early drafts of your papers; those you should review with my writing center colleagues, Beth Chimera or Alex Ralph). I will meet with one student (or group) at a time, so you may have to wait for a short while for me to finish up with your fellow student(s) before I can see you. If you have class or are otherwise unable to attend my regular office hours, let me know and we’ll find another time to meet.

**Canvas Site**

The Canvas site is organized according to modules: one for course information, and one for each week of the course. Each module consists of reading discussion questions and assignments due that week. It is possible that I’ll make changes to a module based on our collective progress through the material and /or student needs, so, other than planning and thinking about your reading and paper assignments ahead of time, I recommend you not work too far ahead. I will finalize each module on or before the Friday afternoon of the week prior to the module.

**Readings**

***Required texts to be obtained/purchased:***

* Plato, *The* *Republic: A New Translation*, Wm. C. Scott and Richard W. Sterling, trans.(ISBN: 9780393314670)
* More, Sir Thomas, *Utopia: A New Translation*, Clarence H. Miller, trans.(ISBN: 9780300084290)
* Le Corbusier, *The City of To-Morrow and Its Planning*, Frederick Etchells, trans. (ISBN: 9780486253329)
* Butler, Octavia E. *The Parable of the Talents* (ISBN: 978-1538732199)

If the cost of any of the texts is prohibitive to you, please let me know and we will figure out a way to get the texts for you. Copies of these texts will be on reserve through U-M Libraries.

***Required texts to be accessed online:***

* Marx, Karl and Frederich Engels, *The Communist Manifesto*
* Friedman, David, *The Machinery of Freedom*

***Other required readings***will be distributed in class or on Canvas. If you receive accommodations that include having texts in a particular format, Services for Students with Disabilities will contact me, and I will provide the texts in the format your accommodation letter specifies.

**Recommended Supplies**

* A dedicated notebook—or a section of one—for taking notes, in-class writing, etc.
* A binder or expanding folder for organizing readings, notes, etc.
* Writing utensil for in-class writing

**Assignments and Grading**

* Student questionnaire (credit / no credit)
* Preparation and engagement (25%: 15% = credit / no credit assignments, attendance and punctuality, engagement in class, etc.; 10% = reading quizzes)
* Collaborative discussion notes (credit / no credit; 3 sets over the course of the term)
* Paper One Proposal (credit / no credit)
* Paper One [op-ed (900 words max)] (15%)
* Preparation & Engagement Self-Assessment 1 (credit / no credit)
* Paper Two Proposal (credit / no credit)
* Paper Two [analytical essay (1,200 words max) or policy memo (1,000 words max)] (15%)
* Preparation & Engagement Self-Assessment 2 (credit / no credit)
* Revision of Paper One or Paper Two (optional; grade on revised paper will replace original grade)
* Paper Three [Rojava backgrounder (1,000 words max)] (15%)
* Group Presentation (15%)
* Final Group Memo (2,500 words max) and Peer / Self-Evaluation (400 words max) (15%)

I will provide detailed assignment prompts along with guidelines for formatting, submitting, and providing citations for each of the graded assignments. Because attention to detail is important in educational and professional settings, I strongly encourage you to read and follow the prompts and guidelines carefully. *Papers that do not meet the requirements of the assignment prompts will be returned ungraded for a re-do and graded as late work. Papers that do not meet formatting, submission, and citation guidelines will lose one point for each instance of the unmet guideline* (NB: papers are worth 75 points, so these deductions could significantly impact your grade). I encourage you to start on papers early and to visit the writing center with first drafts; to this end, I’ll award *four extra credit points to each paper for students/groups who meet with a writing instructor* and document, in an email to me, two or three points of feedback you received during your appointment.

**Assignment Schedule** *(subject to change—current version will always be on Canvas)*

| **ASSIGNMENT** | **DUE (*at 11:59PM* on due date)** |
| --- | --- |
| Student questionnaire | January 6 |
| Collaborative discussion notes | By 11:59PM **the day after class**; see schedule in Course Information Module for individual due dates |
| Paper One Proposal | February 2 |
| Paper One: Op-Ed | February 14 |
| Preparation & Engagement Self-Assessment 1 | February 16 |
| Paper Two Proposal | February 23 |
| Paper Two: Analytical Essay or Policy Memo | March 14 |
| Preparation & Engagement Self-Assessment 2 | March 23 |
| Paper Three: Rojava Background Memo (*no proposal* due for this memo) | March 30 |
| Group Strategy Memo Proposal | April 6 |
| Revision of Paper One or Paper Two (*optional*) | April 11 |
| Group Presentation | April 13 or April 18 in class; **slides and materials due in Canvas by 11:59PM the day *before* class, 4/12 or 4/17** |
| Group Strategy Memo and Peer & Self-Evaluations | April 20 |

**CLASS SCHEDULE**

*(subject to change—current version will be on Canvas)*

**COURSE INTRODUCTION**

**WEEK 1, CLASS 1, Thursday 1/5: Course Introduction and Syllabus Review, Class Norms, Engaging with Difficult Material** [readings distributed in class]

* Manne, Kate, “Why I Use Trigger Warnings,” *New York Times*, September 15, 2015
* Gerson, Jeannie Suk, “What if Trigger Warnings Don’t Work?” *The New Yorker*, September 28, 2021
* Willis, Wendy, “The Rim of the Wound,” *Oregon Humanities*, August 11, 2015
* ***Student Questionnaire due tomorrow 1/6 11:59PM***

**UNIT 1: THEORETICAL UTOPIAS**

**WEEK 2, CLASS 2, Tuesday 1/10: Class Norms, continued (if needed); Introduction to Utopias** [readings distributed in class]

* Sargent, Lyman Tower, “The Three Faces of Utopianism Revisited,” *Journal of Utopian Studies*, Vol. 5, No. 4, 1994, pp. 1-28
* *Handouts:* Harvard Libraries Guide to Interrogating Texts and OSU Guides to Note-Taking

**WEEK 2, CLASS 3, Thursday, 1/12: Plato’s *The Republic***

* Plato, *The Republic*, Books I and II

**WEEK 3, CLASS 4, Tuesday 1/17 Plato’s *The Republic*, continued**

* Plato, *The Republic*, pp. 110-115 [412c-417b] Book III (excerpt on the noble lie); Books IV and V

**WEEK 3, CLASS 5, Thursday 1/19: Plato’s *The Republic*, continued**

* Plato, *The Republic*, Books VI and VII

**WEEK 4, CLASS 6, Tuesday 1/24: Thomas More’s *Utopia***

* Thomas More, *Utopia*, Book Two

**WEEK 4, CLASS 7, Thursday 1/26: Black Utopianism / Wrap Up Theory** [readings distributed in class]

* Sargent, Lyman Tower, “African Americans and Utopia: Visions of a Better Life,” *Utopian Studies*, Vol. 31, Issue 1, 2020, pp. 25-27 (introduction; end just before “Utopian Literature”) and pp. 62-73 (beginning with “Other Utopianism”)

**UNIT 2: COMMUNAL UTOPIAS**

**WEEK 5, CLASS 8, Tuesday 1/31: Charles Fourier’s Community of the Passions** [readings distributed in class]

* Charles Fourier, *The Utopian Vision of Charles Fourier*, pp. 215-220; 225-232; 246-256; 265-283; 293-296; 311-328
* Discuss Paper 1

**WEEK 5, CLASS 9, Thursday 2/2: Fourierist Communities in the U.S.** [readings distributed in class]

* Carl J. Guarneri, *The Utopian Alternative,* pp. 153-163 and pp. 178-218
* Discussion on writing op-eds
* ***Paper 1 proposal due 11:59PM***

**WEEK 6, CLASS 10, Tuesday 2/7: Black Utopian Communities in the U.S.** [readings distributed in class]

* Sargent, Lyman Tower, “African Americans and Utopia: Visions of a Better Life,” *Utopian Studies*, Vol. 31, Issue 1, 2020, pp. 40-62 (“African Americans and Intentional Communities”)
* Chase, Rachelle, *Creating the Black Utopia of Buxton, Iowa*, Introduction, Chapters 7, 8, 9, and 17 (approx. 37 pp., easy reading w/ many photos and figures)
* Biss, Eula, “Back to Buxton,” *Poroi*, Vol. 6, No. 1, July 2009, pp. 6-14
* London, Minnie, “As I Remember,” *Explorations in Iowa History Project*, pp. 1-15
* Healy, Thomas, “The 1970s Black Utopian City That Became a Modern Ghost Town,” *The Atlantic*, February 16, 2021, pp. 1-8

**UNIT 3: UTOPIA VS. THE STATE**

**WEEK 6, CLASS 11, Thursday 2/9: The MOVE Crisis in Philadelphia** [readings distributed in class]

* “*Let the Fire Burn: The City of Philadelphia’s Tragic Actions Against MOVE,*” (documentary—log in to UM library site with Kerberos credentials; search for the film, click “available online.” Must request access from Kanopy site; Alexander Street Press site will allow you to watch without requesting access)
* Hizkias Assefa and Paul Wahrhaftig, Extremist Groups and Conflict Resolution: The MOVE Crisis in Philadelphia, Chapters 2, 3, 7, 8, 9 (Conclusions), as well as an excerpt from Chapter 6 (pp. 67 - 93)

**WEEK 7, CLASS 12, Tuesday 2/14: The MOVE Crisis in Philadelphia, continued**

* Bowser, Charles W., “Anger on Osage Avenue,” *Let the Bunker Burn*, Chapter 7, pp. 70-84
* Floyd-Thomas, J. M., “The Burning of Rebellious Thoughts: MOVE as Revolutionary Black Humanism,” *The Black Scholar*, Vol. 31, No. 1, pp. 11-20
* ***Paper 1 (Op-Ed) due 11:59PM***

**WEEK 7, CLASS 13, Thursday 2/16: FLDS and the Government Raid of the Yearning for Zion Ranch** [readings distributed in class]

* Krakauer, J., *Under the Banner of Heaven*, Chapter 2 **[read first]**
* Texas Dept. of Family and Protective Services, Eldorado Investigation Report, pp. 3-20 **[read second]**
* Texas Supreme Court: Ruling *and* Minority Opinion
* American Civil Liberties Union, “ACLU Statement on the Government’s Actions Regarding the Yearning for Zion Ranch in Eldorado, Texas,” pp. 1-2
* Lyon, J., “Caregivers Blast Texas’s Treatment of Children,” *Salt Lake Tribune*, May 13, 2008, pp. 1-2
* Adams, B. et al, “Polygamy—Where Religious Liberty Ends,” *Salt Lake Tribune*, April 13, 2008, pp. 1-3
* “Presumption of Evil,” *Los Angeles Times*, May 23, 2008, p. 1
* Bustillo, M., et al, “Texas Vows New Tack,” *Los Angeles Times*, May 31, 2008, pp. 1-2
* Discuss Paper 2
* ***Preparation and Engagement Self-Assessment 1 due 11:59PM***

**WEEK 8, CLASS 14, Tuesday 2/21: Rojava: Philosophical Principles and Introduction** [readings distributed in class]

* Bookchin, Murray, *The Next Revolution*, Chapter 3
* Öcalan, Abdullah, Excerpt from *Democratic Confederalism*, pp. 1-34
* Tax, Meredith, *A Road Unforeseen* Chapters 1, 4, and 6

**WEEK 8, CLASS 15, Thursday 2/23: Rojava, continued: The Role of Education in Utopias** [readings distributed in class]

* Krajeski, J., “What the Kurds Want,” *Virginia Quarterly Review*, Fall 2015, pp. 1-19 (*continued next pg.*)
* Espinosa, E.B., and Ronan, A., “Rojava’s War of Education,” *Third World Quarterly*, pp. 1-2 (abstract and introduction) and pp. 5-16
* Deweese-Boyd, Ian T. E., “There Are No Schools in Utopia: John Dewey’s Democratic Education,” *Education and Culture*, Vol. 31, No. 2, (2015): pp. 69-80
* ***Paper 2 (Memo or Analytical Essay) Proposal due 11:59PM***

**WEEK 9 – NO CLASS – “SPRING” BREAK**

**UNIT 4: THE UTOPIAN CITY**

**WEEK 10, CLASS 16, Tuesday 3/7: The Master Planner, the “House-Machine,” and the City of Tomorrow**

* Le Corbusier, *The City of Tomorrow and Its Planning*, pp. 5 – 12; pp. 15 – 26; pp. 163 - 244

**WEEK 10, CLASS 17, Thursday 3/9: Chandigarh, India: Building the City of Tomorrow—Successes and Failures**  [readings distributed in class]

* Kalia, Ravi, *Chadigarh: In Search of an Identity*, “The Le Corbusier Plan,” pp.104-120; “A Planned City,” pp. 121-133; and “Conclusions,” pp. 144-155
* Sarin, Madhu, “Socio-economic Change and the Poor,” *Le Corbusier: Chandigarh and the Modern City*, Hasan-Uddin Kahn, ed., pp. 108-120
* Jacobs, Jane, “Downtown is for People,” *The Exploding Metropolis*, pp. 157-184
* Review images of Chandigarh available on Canvas (“Capitol Complex” and “Chandigarh Plans”)

**UNIT 5: THE UTOPIAN IMPOSSIBLE**

**WEEK 11, CLASS 18, Tuesday 3/14: Hyper-ambitious Utopian Policy-Making: Defund (or Abolish) the Police** [readings distributed in class]

* Purnell, Derecka, “How I Became a Police Abolitionist,” *The Atlantic*, July 6, 2020.
* Rice, Josie Duffy, “The Abolition Movement,” *Vanity Fair*, August 25, 2020
* Herndon, Astead W., “How a Pledge to Dismantle the Minneapolis Police Collapsed,” *New York Times,* September 26, 2020
* Bell, Monica C., “Coda: Is Anti-Segregation Policing Possible?” pp. 759-765, in “Anti-Segregation Policing,” *New York University Law Review,* Vol. 95, No. 3, June 2020.
* Cleveland Police Monitoring Team, *Eighth Annual Report* July 2020, pp. 1-11; pp. 17-22
* ***Paper 2 (Memo or Analytical Essay) due 11:59PM***

**WEEK 11, CLASS 19, Thursday 3/16: Defund / Abolish the Police, continued** [readings distributed in class]

* Gong, N. and Pearson, H., “Can Abolition Work in an Age of Right-Wing Extremism?” *The Atlantic*, January 22, 2021, pp. 1-4
* Malcom, J. and Stimson, C., “Reform of Policing: What Makes Sense—and What Doesn’t,” *The Heritage Foundation*, June 12, 2020, pp. 1-3
* Keeanga-Yamahtta Taylor, “We Should Still Defund the Police,” *New Yorker*, August 14, 2020.
* *Handouts:* Sample backgrounders
* Discuss Paper 3

**WEEK 12, CLASS 20, Tuesday 3/21: Creating Utopia out of Dystopia: Lauren Oya Olamina and the Theory of Change (Octavia Butler’s *Parable of the Talents*)**

* Butler, Octavia, *Parable of the Talents*, Prologue and Ch. 1-8

**WEEK 12, CLASS 21, Thursday 3/23: Creating Utopia out of Dystopia: Lauren Oya Olamina and the Theory of Change (Octavia Butler’s *Parable of the Talents*), continued**

* Butler, *Parable of the Talents*, Ch. 11-14
* ***Preparation and Engagement Self-Assessment 2 due 11:59PM***

**WEEK 13, CLASS 22, Tuesday 3/28: Creating Utopia out of Dystopia: Lauren Oya Olamina and the Theory of Change (Octavia Butler’s *Parable of the Talents*), continued / Flex Day**

* Butler, *Parable of the Talents*, Chapter 19 (begin at journal entry for 6/10/2035), Ch. 20-21 and epilogue
* Discuss Final Project

**UNIT 6: THE UTOPIAN NATION**

**WEEK 13, CLASS 23, Thurs 3/30: The State-Planned Economy and Communism** [readings available online]

* Marx, K. and Engels, F. *The Communist Manifesto,* Preamble, Chapter I, II, III.2, and III.3 <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm>
* ***Paper 3 (Rojava Background Memo—no proposal for this memo) due 11:59PM***

**UNIT 7: THE LIBERTARIAN UTOPIA**

**WEEK 14, CLASS 24, Tuesday 4/4: Who Needs Government Anyway? The Libertarian Dreamworld** [readings distributed in class / available online]

* Friedman, Milton, *Capitalism and Freedom*, Chapter 2, “The Role of Government in a Free Society”
* Friedman, David, *The Machinery of Freedom*, “Introduction” and all chapters beginning at “Anarchy is Not Chaos” and ending with “Postscript for Perfectionists” (pp. 58-85 in the PDF) <http://daviddfriedman.com/The_Machinery_of_Freedom_.pdf>

**WEEK 14, CLASS 25, Thursday 4/6: The Libertarian Dreamworld, continued**

* Hongoltz-Hetling, Matthew, *A Libertarian Walks into a Bear: The Utopian Plot to Liberate an American Town (And Some Bears)*, pp. 23- 41; pp. 49- 61; pp. 69- 74; pp. 91-102; pp. 116-119; pp. 137-143; pp. 217-224; pp. 231-236
* ***Group Strategy Memo Proposal due 11:59PM***

**UNIT 8: TECH UTOPIANISM**

**WEEK 15, CLASS 26, Tuesday 4/11: Tech-Utopianism** [readings distributed in class]

* Dickel, et al, “The Logic of Digital Utopianism,” *Nanoethics*, Vol. 11, 2017, pp. 47-58
* Klaffke, Thomas, “Technological Utopianism in Silicon Valley,” *Medium*, September 3, 2015, pp. 1-14.
* Kozinets, R., “YouTube utopianism: Social media profanation and the clicktivism of capitalist critique,” *Journal of Business Research*, Vol. 98, 2019, pp. 65-81, *skip Section 3 on Methods*.
* Marantz, Andrew, “The Dark Side of Techno-Utopianism,” *New Yorker*, September 19, 2019, pp. 1-9.
* Lynn, Barry, “America Can Still Achieve Its Techno-Utopian Dream,” *Wired*, Sept. 29, 2020, pp. 1-4
* ***Paper 1 or 2 revision due 11:59PM (optional)***

**UNIT 9: FINAL PROJECTS**

**WEEK 15, CLASS 27, Thursday 4/13: FINAL PRESENTATIONS**

* ***Slides / materials due 11:59PM the day before class (4/12)***

**WEEK 15, CLASS 28, Tuesday 4/18: FINAL PRESENTATIONS**

* ***Slides / materials due 11:59PM the day before class (4/17)***

**WEEK 15, Friday 4/21**

* ***Final Group Strategy Memo due 11:59PM***
* ***Peer and Self-Evaluation due 11:59PM***

***\*\*See next page for Ford School information and policies\*\****

**FORD SCHOOL INFORMATION AND POLICIES**

**Ford School Inclusivity Statement:** Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

* share their unique experiences, values and beliefs
* be open to the views of others
* honor the uniqueness of their colleagues
* appreciate the opportunity that we have to learn from each other in this community
* value one another’s opinions and communicate in a respectful manner
* keep confidential discussions that the community has of a personal (or professional) nature
* use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

**Ford School Public Health Protection Policy:** In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found [here](https://campusblueprint.umich.edu/). It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

**Student Mental Health and Wellbeing:** The University of Michigan is committed to advancing the mental health and wellbeing of its students.  We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students’ academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access counselors and urgent services at [Counseling and Psychological Services](https://caps.umich.edu/) (CAPS) and/or [University Health Service](https://www.uhs.umich.edu/mentalhealthsvcs) (UHS).  Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer.  You can find additional resources both on and off campus through the [University Health Service](https://uhs.umich.edu/stressresources) and through [CAPS](https://caps.umich.edu/article/um-mental-health-resources).

**Accommodations for Students with Disabilities:** If you believe you need an accommodation for a disability, please reach out to U-M [Services for Students with Disabilities (SSD)](https://ssd.umich.edu/) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

## Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one’s own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP/MPA,](https://www.dropbox.com/s/oxbgig3kw5dwjzy/FINAL%202022%20Masters%20Handbook.pdf?dl=0) [BA](https://www.dropbox.com/s/i3eiituwsblsncc/FINAL%202022%20BA%20Handbook.pdf?dl=0), and [PhD Program](https://www.dropbox.com/s/31d5lihoviiloqs/FINAL%202022%20PhD%20Handbook.pdf?dl=0) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: <http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#112>

## Use of Technology: Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor.  If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.

**Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at:** [**https://intranet.fordschool.umich.edu/academic-expectations**](https://intranet.fordschool.umich.edu/academic-expectations)