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This course meets on Wednesdays from 1:00 to 3:00 pm. in PPHAC 301.

Office hours: Wednesdays 3:30 to 4:30 p.m.; Thursdays 2:45 to 3:45 p.m.; and by appointment.

## **UTOPIAS, DYSTOPIAS AND MANIFESTOS: THE IMAGINATION OF POLITICAL ALTERNATIVES**

Moravian College/Political Science 355 (U2)/Fall 2015

Wednesdays/ 1:00-3:00 p.m./PPHAC 338

From Merriam Webster's *Collegiate Dictionary*, tenth edition:

**utopia** n [Utopia, imaginary and ideal country in Utopia (1516) by Sir Thomas More, fr. Gk an indefinitely remote place 2 *often cap*: a government and social conditions 3: an impractical scheme for social government

**dystopia** n [NL, fr. dys+topia (as in utopia)] (ca. 1950) 1: an imaginary place where people lead dehumanized and often fearful lives 2: ANTI-UTOPIA 2 — **dystopian**

**manifesto** n, pl -tos or -toes [It, denunciation, manifest, fr. *manifestare* to manifest, fr. L, fr. *manifestus*] (1647): a written statement declaring publicly the intentions, motives or views of its issuer.

Considerations of alternatives are often dismissed as utopian. This dismissal suggests that such visions are both needed and feared as all utopias convey a critical perspective on present ideas and practices. Sometimes expressing criticism is safer in the form of a utopia, a story about a place that does not exist (u-topos: no place), or at least not yet (no time). Conversely, manifestos are perceived as more threatening because they signal a prelude to action aimed at rocking the boat. In either case, an author inserts a vision into a world that others may perceive as smoothly or inevitably transitioning from past to future. Such visions multiply the available accounts of what is possible or desirable. Or, in the case of dystopias (the imagination of worst possible societies), we may become aware of dangerous tendencies in the present. To envision alternatives is to gain a critical distance from familiar and taken-for-granted worldviews such that new thoughts and new actions become possible. In this sense, we will investigate the distinction between “serious” and utopian political thought in order to consider the political significance of writing itself. The point of this course is not to be simply a reader of utopias, dystopias, and manifestos but to participate in these genres by writing. Writing an original political vision (in the genre of your choice) is the organizing goal and final project for this course. The central text in this course is yours.

Texts available for purchase at the Moravian College Bookstore:

Donald E. Pitzer, editor, *America's Communal Utopias* (The University of North Carolina Press, 1997)

Karl Marx and Frederick Engels, *The Communist Manifesto* (Verso, 1998)

Thomas More, *Utopia* (Cambridge University Press, 2002)

Theodor Herzl, *The Jewish State* (Dover, 1988).

Wednesday, September 2	<p>1 p.m. Meet at Political Science Lounge  1:30 p.m. Guided tour starting from Historic Bethlehem Visitor Center at 505 Main Street,  Guide: Loretta Hein  Take photos and videos for the creation of a digital story (multimedia) using the app Steller, instructions will be emailed to the group</p>
Wednesday, September 9	<p>Katherine M. Faull (editor), <i>Moravian Women's Memoirs: Their Related Lives, 1750-1820</i> (selection, copies)  Sharing and discussion of Steller stories based on last week's tour</p>
Wednesday, September 16	<p>Beverly Smaby, <i>The Transformation of Moravian Bethlehem</i>  Chapter One: Historical Background, pages 3 to 50 (copies) and selections from the Bethlehem Diary (copies)  1:15 p.m. guided tour of Moravian Archives, Dr. Paul Peuker</p>
Wednesday, September 23	<p>Discussion of digital assignment options for this course, determination of the final project</p>
Wednesday, September 30	<p>Donald E. Pitzer, <i>America's Communal Utopias</i> (1997) <i>America's Communal Utopias</i>  1) Introduction  2) "Communitarian Societies in Colonial America"  3) "The Shakers of Mother Ann Lee"  (Presentation: Amanda Azar)  4) "The New Moral Order of Robert Owen and New Harmony"  (Presentation: CJ Rizzo)  5) "One Heart and Mind: Communal Life and Values among the Mormons"  (Presentation: Dave Gaspar)</p>
Wednesday, October 7	<p><i>America's Communal Utopias</i>  1) "Brook Farm and the Fourierist Phalanxes: Immediatism, Gradualism, and American Utopian Socialism"  (Presentation: Sakura Bolte)  2) "Free Love and Community: John Humphrey Noyes and the Oneida Perfectionists"  (Presentation: Brenna Kepner)  3) "An American Elysium: The Icarian Communities"</p>

	(Presentation: Tripp Arensmeyer)
	Fall Recess
Wednesday, October 14	<i>America's Communal Utopias</i> 1) "Eric Janson and the Bishop Hill Colony" (Presentation: Patrick Moscatello) 2) "Living in the Ark: Four Centuries of Hutterite Faith and Community" (Presentation: Chris Lott) 3) "American Jewish Agricultural Colonies" (Presentation: Michael Mellett) 4) "California's Socialist Utopias" (Presentation: Danielle Keith)
Wednesday, October 21	Thomas More, <i>Utopia</i> (1516), pages xi to 40
Friday, October 23	6-page comparative communal utopias paper due to Mrs. Deitch in Comenius 206 by 2:00 p.m.
Wednesday, October 28	<i>Utopia</i> , pages 41 to 129
Wednesday, November 4	Tommaso Campanella, <i>City of the Sun</i> (1602)
Friday, November 6	Vision outline due to Mrs. Deitch in Comenius 206 by 2 p.m.
Wednesday, November 11	Theodor Herzl, <i>The Jewish State</i> (1896)
Wednesday, November 18	<i>The Jewish State</i>
Wednesday, November 25	Thanksgiving Recess
Wednesday, December 2	Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848), pages 3 to 62 Course evaluations
Wednesday, December 9	<i>The Communist Manifesto</i> , pages 62 to 87 Final discussion

Date	Assignment	%
Ongoing	Engagement, incl. Steller draft	25%
By appointment	Steller story revised	10%
Friday, October 23, 2 p.m.	Comparative paper, six pages	15%
Friday, November 6, 2 p.m.	Vision outline, five pages	15%
Friday, November 20, 2 p.m.	Vision draft	Not graded but required. The better your draft is, the better comments I can give you support of your final version.

Wednesday, December 16, 2 p.m.	Final vision	25%
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What does an engagement grade represent?

A. Critical, innovative and careful reading of all assignments; substantial notes or written preparation for discussion; frequent text-based contributions; contribution of discussion-shaping questions; engagement of the arguments of others; support of positive discussion dynamics.

B. Complete and careful readings; consistent notes or written preparation for discussion; lively, substantial, and argumentative text-based contributions; contribution of independent questions; engagement of the arguments of others.

C. Superficial but complete readings; minimal notes or written preparation for discussion; regular (at least once per meeting) discussion participation.

D. Incomplete or missing readings; lack of notes or written preparation for discussion; mostly passive presence.

F. Persistent vegetative state or low-level trance.

#### Accommodations

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

## Basics for POSC 120 A and B

### **YOUR PHONE IS NEVER VISIBLE OR AUDIBLE IN THE CLASSROOM— BEFORE OR AFTER CLASS.**

Before class, you need to prepare your mind and review our material. After class, you need to give your mind a moment to consolidate memories. If you pick up your phone right away, it will be harder to remember and develop your thoughts from class. It is in your own best interest to develop good mental habits and to support your own learning process. Best activity after class: share thoughts with a classmate or sit somewhere quiet for fifteen minutes and take notes. Right after class, your mind is full of information. Capture or develop that information instead of erasing it by rushing on to the next thing.

Expect to spend 140 minutes preparing for each 70-minute class meeting. Full preparation for class entails careful readings, possible multiple readings, taking notes and formulating questions for class discussions in writing, looking up all unknown words in a dictionary, reviewing earlier class notes and being prepared to show your knowledge of material covered in past class meetings. Come prepared to participate and be aware that I call on students who do not raise their hands. You are responsible for course material throughout the semester. As I said before, I welcome your questions in class.

Ask questions in class. This is your time to learn. Speak up. Don't worry about embarrassing yourself. When you are older, you will barely remember this class or the people in it. What will stay with you is your intellectual development and ability to speak up.

Value other students and their ideas. Learn names and engage others in discussion. Recognition is half of justice.

Come and talk. You are always welcome to come to office hours. No appointments needed. Bring your questions.

There are two unexcused absences for this course. Subsequent absences harm your engagement grade at the rate of 1% of your final grade per missed class.

Do not eat or chew gum. Drinking is permitted.

For the sake of equity, please do not ask for special treatment.

Plagiarism will result in failure of the assignment or the course. Please see Moravian College Student Handbook for an account of academic honesty. See <http://www.moravian.edu/studentlife/handbook/academic2.htm>

This syllabus is subject to change.

## General Course Information

Our purpose is dialogue, critical thinking, and thoughtful writing. Please protect the classroom as a space of learning. If you are a parent or a caretaker and thus need to be accessible at all times, please let me know.

1) I invite you to visit my office hours. Please be in touch with any questions and concerns. I am happy to help you with academic and institutional challenges that may come up during your first year. It is my pleasure to welcome you to Moravian College and to support your learning process.

2) Be diligent in your studies and attend class. This class only meets once per week so please avoid absences whenever possible. Repeated absences harm your engagement grade.

3) Drink now, eat later.

4) Please don't leave work for this course until Tuesday evening. Readings may be lengthy and complex. Support your learning process by being wise about scheduling your work. Papers require careful revision. Political theorists care about clarity of language and argument. Reserve time for revision.

5) I strongly discourage late assignments, except in appropriately documented emergencies. For the sake of equity, please do not ask for special treatment. Late work carries a grade penalty per day of lateness. For example: an assignment of B quality submitted one day late would be recorded as B-.

6) Plagiarism will result in failure of the assignment or the course. Please see Moravian College Student Handbook for an account of academic honesty. See <http://www.moravian.edu/studentlife/handbook/academic2.htm>

7) Do you need an accommodation for a disability? Please contact Ms. Dana Wilson, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling (610) 861-1510. Accommodations require authorization from the Academic Support Center.

8) This syllabus is subject to change.