



northern *State* university

Course Number and Title: Dystopian Societies
IDL 190, Section 1 MW 9-8:50AM, MJ246
Term: Fall 2018

Instructor Information:

Instructor Name: Kristi Brownfield

Email: kristi.brownfield@northern.edu

Phone: 605-626-7797

Office: TC 350

Office Hours: Mon: 11AM-2PM / Tue: 8-9AM / Wed: 11AM-12PM / Fri: 11AM-12PM

Other times available by appointment

Course Prerequisites: None

Required Textbooks and Materials:

An Unkindness of Ghosts, Rivers Solomon

The Water Knife, Paolo Bacigalupi

We, Yevgeny Zamyatin

The Hate U Give, Angie Thomas

Recommended but not required: *The Sociology Student's Guide to Writing*, Angelique Harris and Alia R. Tyner-Mullings

There will be copies of all course books on reserve at the Williams Library which may be checked out for a 3-day period.

Technical Requirements for This Course: Proficiency with word processing programs (Microsoft Word, Google Docs, Open Office, etc.), internet connectivity, D2L

Response Time Expectations:

E-mail Response Times: M-F: Within 12-16 hours

Weekends: Within 24 hours

Please email me at kristi.brownfield@northern.edu instead of using the D2L email interface. I find the D2L email interface clunky and not user friendly so I would appreciate if you simply emailed me directly instead.

Grading Response Times: 2-3 days

First Year Seminar Course Description: The first year seminar helps students develop their critical thinking, writing and speaking skills. Through the first year seminar, students are encouraged to make connections across disciplines and appreciate the relevance of their general education. All first year seminars are encouraged to incorporate the NSU Common Read, which

enables students to reflect on their personal and academic values, ethics, and goals. The first year seminar explores opportunities to grow and expand their horizons on campus, in the community, and globally.

First Year Seminar Learning Objectives: First year seminar students will be able to:

1. Utilize critical thinking, writing, and speaking skills to analyze, compare, contrast, and support a position on a topic.
2. Infuse relevant evidence and appropriate personal narrative into theme-specific assignments.
3. Articulate the importance of strong reading and communication skills for living and working in a diverse world.
4. Engage in effective group collaboration.

The objectives for this section of first year seminar are: Students will be able to: (a) identify basic sociological concepts about social processes (e.g., socialization, deviance, social control), stratification by class, gender, and race, and social institutions (e.g., the family, religion, and the state); (b) use the lens of dystopian narratives to identify and analyze past and present social conditions; (c) compare and contrast between social conditions that are considered social problems within fiction and in society, and (d) demonstrate the ability to communicate verbally and through writing.

The goals for this section of first year seminar are: The idea of a “dystopia” in fiction arouse as counterpoint to utopian literature – stories that promised an idealized and glorious future – to offer critique or satire in which negative social forces govern society. Within this class, we’ll use both Sociology’s understandings of human social life and fiction to discuss several things about fictional dystopian societies:

- (a) What are the characteristics of a dystopia?
- (b) Why do we view those characteristics as “negative” and should we continue to do so?
- (c) Analyze how various fictional dystopias criticize trends, social norms, or social structures

Each fictional dystopia will be accompanied with an historical or contemporary example of a society that displays those characteristics. Students will analyze the differences between the fictional version and the real one by grappling with questions like:

- (a) What are the factors within the political, economic, and/or social systems that lead to the emergence of the “dystopian” characteristics?
- (b) What sort of reactions do those factors create? How do citizens engage or live within “dystopian” systems?
- (c) In what ways are the social conditions that create “dystopian” systems addressed, maintained, reworked, or destroyed?

Instructional Methods:

Students must take ownership of their part in the process of positive intellectual growth. This process begins by arriving to class on time, completing reading and assignments on time, being prepared for meaningful discussions in class, demonstrating appropriate behavior conducive to adult inquiry, and respecting differences in opinions and philosophies. **This is a writing intensive class.** Class time will be spent in discussion and activities as part of what is called a “flipped classroom.” Traditionally, a flipped classroom is when students watch or listen to lecture and outside of the classroom and work on problem solving or homework-type activities

inside the classroom under the guidance of the instructor. I will be utilizing this method for most of the semester and that means, as students, you will be held accountable for reviewing the materials prior to class. If you are having problems, I urge you to come see me immediately. **DON'T WAIT.** I'm always happy to help and work with you as needed but it is up to you to ask for that help!

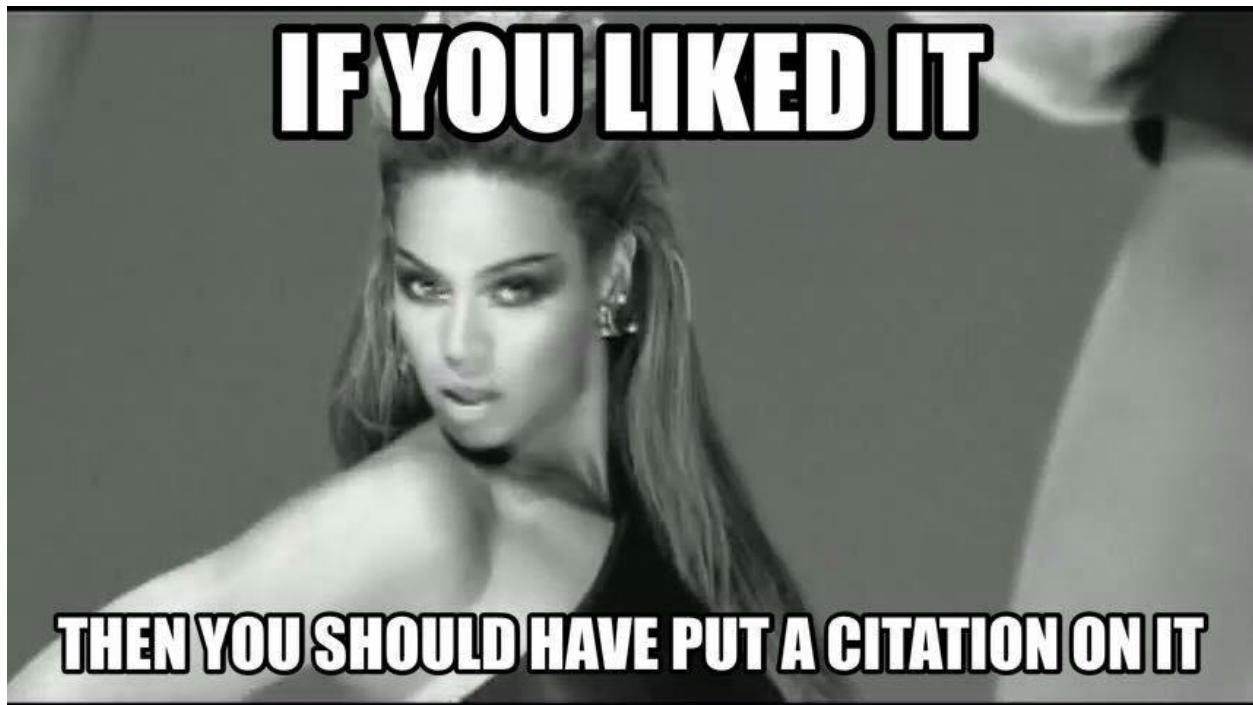
Electronics are welcome and, on some days, will be encouraged in this class. However, your electronics use should be related to this class and should not be disruptive to other students. This means please turn off cell phone ringers. Do not play music or videos. No headphones. Be respectful of the classroom as a learning environment. Please note that if you're being disruptive or I notice your inattention I may require you to write a thousand-word essay about a sociological concept of my choosing.

Adulting (Or How to Be Successful in This Class):

The trick to being successful in this class is to treat the course as a marathon and not a sprint. A sprinter wins by providing a burst of energy in a short period of time. Students who are "sprinters" tend to do all of the work in the course quickly (usually at the last minute). To be a successful marathon runner, you need to train consistently and keep working in a sustained manner; that means making sure you're running every day. Apply that principle to this course – do a little bit of the work consistently until you've finished the assignments each week. The course structure is designed to help you do that by having new content open each week and the assignments for that week (typically reading responses/comments and chapter quizzes) due that week. I realize some students would like to work "ahead" and get done with the assignments rather than having stricter deadlines. However, what I've learned through teaching face-to-face and teaching online is that students tend to become "sprinters" without staggered deadlines and the work "sprinters" turn in tends to be lacking quality.

A second guideline to keep in mind is that you *do not have to be afraid to ask for help!* That's what I (and your classmates) are there for. If there's something you don't understand, please feel free to ask and we will figure it out together. If you need accommodations, such as extra time on exams, **please** contact the Disability Office ASAP (further information about this is available later in the syllabus). Everyone here at NSU wants you to succeed in this course! Unfortunately, none of us are mind-readers so we will not know if anything is wrong unless you tell us. So please feel free to get in touch with me ASAP if a problem is occurring. I'm happy to work with you as needed. However, if something comes up in February and you find yourself struggling but you don't email or call me about it until the end of April – that's probably too late. Please be aware you can ask for help if you need it – but also be sure to ask *as soon as you need it*.

The third guideline I want everyone to remember can easily be summed up in gif format:



GIF taken from the Facebook Group SAS [<https://www.facebook.com/academicssay/posts/1890762834478838:0>]; original picture taken from:

Single Ladies, I Am...Sasha Fierce, Thaddus Harrell, Terius Knowles, Beyoncé, Hash, Terrius, Columbia Records, 2008, Recording.

Plagiarism is unacceptable in this course. So how is plagiarism defined? The most basic definition of plagiarism that everyone is likely familiar with is simply taking another person's words and passing them off as your own. For example, if I hadn't given you the reference of where I found the Beyoncé gif? That would be plagiarism! But plagiarism is actually more complex than simply copying and pasting someone else's words. Plagiarism can also include:

- (a) Paraphrasing another's words without citation
- (b) Paraphrasing or copying work you have done yourself in other papers or classes without citation (Yes! You can plagiarize yourself!)

Any instances of plagiarism in this class will result in a zero on that particular assignment (for more information on specific consequences for this action, please see the "Academic Dishonesty" section). If I see that you have made a good faith effort to cite or source the information you are using, even if you are using the incorrect citation format that is *not* plagiarism; that's simply incorrect citation. You might lose a few points for getting the citation wrong – but you will not fail the assignment. For more information on how to properly cite things in this course, please feel free to check out the "Writing Tips" document that you can find under the "Writing for Sociology" module.

The final thing to keep in mind for this class is that I use a standard 5-point scale for grading (A,B,C,D,F). What do each of these demonstrate?

A: Exceptional work, developed critical thinking and analytical skills, willingness to incorporate material and content not already included as part of the assignment or course, ease of ability to apply the assigned concepts to practical examples not included as part of the course, going above and beyond what the assignment requires

B: Excellent work, shows a critical understanding of the assigned concepts, able to begin to apply the assigned concepts to other course material, going beyond what the assignment requires

C: Average work, shows an understanding of the assigned concepts and is able to apply those concepts to course material, does the minimum amount of work required by the assignment

D: Below average work, does not show an understanding of the assigned concepts OR does not show an ability to apply the assigned concepts, some portions of the assigned work likely not completed

F: Failing work, does not show an understanding of the assigned concepts AND does not show an ability to apply the assigned concepts, the majority of the requirements of the assigned work are not completed or fulfilled; alternately, the assignment includes some form of plagiarism

If you aren't happy with a grade you receive on an assignment, look at the comments on that assignment and refer back to this scale. Did you miss a part of the assignment? Did you bring in practical examples that weren't discussed in the course material? Did you get a concept wrong? Use this scale as a guideline to figure out how best to approach your assignments and remember that a "C" is not actually a bad grade – it shows you completed the assignment as asked. A "C" is the average grade. Papers will have a specific and more comprehensive grading rubric to follow; you can use this as a guideline for the broader class.

Attendance Policy:

The attendance policy for this course is: I expect students to attend class every day and to come to class on Mondays having reviewed the assigned readings for that week, which we will discuss as the week progresses. I keep track of attendance, participation in classroom discussions, and visits to my office, all of which I take into consideration if your final grade is borderline (within 5 points of the next higher grade). The more often you are here, participate, and come see me if needed, the more likely I am to raise a borderline grade. The more frequently you are absent without telling me why, or you come in late, the less likely I am to raise a borderline grade.

Do not be late for class. Being late is disruptive and disrespectful. If you are not on time, you will not be recorded on the attendance sheet and will receive an absence. If you have a legitimate concern about being on time regularly, please come talk to me as soon as possible!

All students are required to complete the online "Attendance Confirmation" through WebAdvisor at the start of the fall and spring semester. No Financial Aid refunds will be processed until Attendance Confirmation is completed and registrations will be cancelled if not done by Friday August 30, 2018.

Tuition and fees must be paid in full by Friday August 30, 2018.

Please contact the Finance Office in the Krikac Administration Building, (605)626-2566 or email nsustudentaccounts@northern.edu if you have any questions.

Academic Success Support/Starfish:

As your instructor, I am personally committed to supporting YOUR academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with

you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

If you have questions regarding Starfish, please contact the Student Success Center at 605.626.2633 or university.college@northern.edu.

Academic Dishonesty:

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook apply to this course. The consequences for cheating and academic dishonesty in this class include receiving no or reduced credit for the assignment and failing the course. Students may also fail the course after receiving failing or reduced grades for affected assignments.

Above all, be sure that everything you write is in your own words. When you do use the words and ideas of others, cite them properly. Passing other's words and ideas off as your own is dishonest and the essence of plagiarism. Stick to your primary sources, and your analysis of them, and you'll be fine. See Chapter 3 of Storey and the Northern State University Student Handbook regarding plagiarism and other forms of academic dishonesty. The consequence for cheating and academic dishonesty in this class is: (a) for the first offense, receiving a zero on that assignment and (b) for a second offense, failing this course.

Assessments:

Paper 1: 20 points (4% of grade)

Paper 2: 20 points (4% of grade)

Paper 3: 20 points (4% of grade)

Common Read Paper: 30 points (6% of grade)

Term Paper: 100 points (20% of grade)

Reading Responses: 10 points each x 15 times = 150 points (30% of grade)

Individual Presentation: 60 points (12% of grade)

Group Presentation: 50 points (10% of grade)

Passport Events: 10 points each x 5 = 50 points (10% of grade)

Total possible points: 500 points

Grading Scale:

405 or above – A

360 to 404 – B

315 to 359 – C

270 to 314 – D
269 or below – F

Reading Responses: Students are expected to finish all the readings and participate in the discussion of the reading materials in class. Everyone is expected to write a 200-word response analyzing aspects of the readings based on a question posted to the D2L discussion forum due by 9am on Fridays. You are required to post **thirteen (13) times** over the course of the semester. These assignments are read and will be given comments to help you improve your analytical abilities but will be solely graded on the following criteria:

- (a) Does the writing assignment meet the required length?
- (b) Does the writing assignment address the readings for the week?

If both (a) and (b) are complete, you will receive the full ten points. If, for example, (b) is complete but you only write 180 words, you will receive partial credit. If (a) is complete but your writing does not address the topic, you will receive partial credit. You will receive a zero for weeks in which the assignment is not completed. The other twenty points for reading responses will come from **two (2) reply posts** you must also make. Each student must make a minimum of **two (2) 200-word** replies to another student's reading response. These comments responses may not be to the same student or posted during the same module. For example, you may not respond to Jane Doe twice OR respond to both Jane Doe and John Doe during the "Week 3: The Unkindness of Ghosts" module.

Analysis Papers: There will be three shorter writing assignments (300 word minimum) throughout the semester in which you will be asked to apply concepts you've learned in class to a specific type of dystopia and compare and contrast the fictional and real examples you've learned about. These analyses papers will be worth 20 points each for a total of 60 points; you will be given a week to write each essay. These are formal writing assignments and I expect you to follow the writing formats requested as well as turn them in after they have been edited for spelling, grammar, and citations. *I will take off points for assignments that have obviously not been proofread.*

Your analyses will be due:
Paper 1: September 14, 9am
Paper 2: October 26, 9am
Paper 3: November 16, 9am

Term Paper: You will be asked to write one semester length paper of a minimum of 1250 words worth a total of 50 points. This paper will ask you to do several things: (a) identify and read a dystopian narrative of your choosing in any format (e.g., book, film, comic book, video game, etc.), (b) through resources that will be introduced to you across the semester (e.g., faculty, the library, etc.) identify a historical or modern social condition that mirrors the characteristics of the dystopian narrative, and (c) analyze both the narrative and social condition in the context of other dystopias you have been learning about across the semester.

Dystopian Topic (5 points):

You will be required to turn in your topic through the D2L discussion board by Friday September 7 at 9am. You will be able to pick your dystopian narrative however *only one person*

may use that that narrative. So, if Jane decides she wants to write on *The Hunger Games* and claims the book, no one else can write based on the book (or the movies!). Claims will be made on a first-come first-serve basis. Any medium (e.g., book, movie, game, music, etc.) is open.

Faculty Interview (10 points):

Once students have selected their topics, you are expected to write at least **five (5)** interview questions that could be asked of an NSU faculty member whom you believe has expertise related to your topic. For example, we are reading the book *We* over the course of the semester. This book is about life under a totalitarian government. You might consider interviewing a professor of political science about that type of government. These interviews **must be conducted in person** with the faculty member you choose to interview; however, I recommend that you contact them through email to make an appointment prior to showing up. Take detailed notes on what your interviewee says and submit your notes and observations about the interview to the Dropbox by Friday September 21, 9am.

Rough Draft 1 (10 points):

You will be required to turn in two (2) rough drafts of your term paper across the semester. The first rough draft, due Friday October 5 at 9am, must be a minimum of 500 words. The first rough draft should include a brief summary (no more than 100 words) of your topic and an analysis of the historical or modern social condition you believe mirrors the conditions of your dystopian topic in some way (300-400 words). How is the fictional connected to the real life events you're analyzing?

Peer Review (10 points):

I will also ask you to submit your papers for peer review through D2L. Your first rough drafts will be anonymized and redistributed. You will be graded on the quality of review you give your fellow student so take care in reading and reviewing; be sure to compliment and highlight the things the student did well and point out the places your fellow student could use improvement.

Rough Draft 2 (15 points):

The second rough draft, due Friday November 2 at 9am, should be an almost completed paper (aim for a minimum of 1000 words).

Although you are only required to turn in two drafts, you are strongly encouraged to do more rough drafts, and to seek feedback early and regularly. Writing is a process—not a one-time event! You are also strongly encouraged to seek the services of the Writing Center.

Final Paper (50 points):

Your final paper should be a polished version with no or *very* minimal spelling and grammar errors. The paper should have a minimum of 1250 words and must include the following elements:

- (a) Brief description of your dystopian topic (maximum 100 words or approximately 8% of paper)
- (b) Brief description of your chosen historical or modern social condition, which should include (maximum 400 words or approximately 32% of paper):
 - a. Historical elements that contributed to that condition

- b. Elements that contribute to mitigating that condition
- (c) Analysis of how (a) and (b) are connected, which should include (450 words or approximately 36% of paper):
 - a. Similarities: how does fiction mirror reality?
 - b. Differences: what does fiction get wrong about reality?
 - c. Corrections: can we take inspiration from fiction about correcting social problems in reality?
- (d) Analysis of how your chosen dystopia connects with the dystopias (fictional or real) discussed within the context of this class (300 words or approximately 24% of paper)

Dystopian Topic Due: 09/07, 9am, 5 points

Faculty Interview Due: 09/21, 9am, 10 points

Rough Draft 1 Due: 10/05, 9am, 10 points

Peer Review Due: 10/19, 9am, 10 points

Rough Draft 2 Due: 11/02, 9am, 15 points

Final Paper Due: 12/03, 9am, 50 points

Individual Presentation: Students will be expected to give a 3-4 minute presentation during the final exam period for the course. This presentation will be over the material covered in your term papers. You will be graded on:

Presentation Style: how you convey your information is important! Stay on point, focused, relevant, and make use of time well (i.e., come within the 3-4 minute time limit). 5 points.

Dystopian Identification: how well you can articulate what social conditions make your chosen narrative a dystopia and why society tends to see those as negative characteristics. 10 Points

Social Structure Connection: how well you can link your fictional dystopia to an historical or modern example that is similar, including an explanation of how that social condition came about. 20 points

Course Materials: how well you can contextualize your dystopia in comparison to the fictional dystopias and real social conditions we have talked about across the semester. 25 points

Group Presentation and Common Read Paper: Students will be arranged into randomized groups of three to work on a paper and presentation regarding our Common Read book for 2018 *The Hate U Give*. Within this project, you will be asked to grapple with the following questions:

- (a) In what ways is the reality described within *The Hate U Give* a dystopia?
- (b) Who are the “winners” and “losers” in the novel?
- (c) *The Hate U Give* was inspired and influenced by real life events in the U.S. as well as the activism of the Black Lives Matter movement. What does this say about life in the U.S. currently?
- (d) *The Hate U Give* takes place in a location very different from most of South Dakota as the city Starr lives in is both highly urbanized and very ethnically diverse. Are there places in SD more like where Starr lives? What lessons can we, given SD’s different circumstances, take away from the novel?

- (e) A theme of the book is idea of “using your voice.” In what ways can you – and our community – use our voices to fix social problems and create social change?
- (f) You will have the opportunity to experience *The Hate U Give* in multiple venues: by reading the book, by watching the movie after it is released, and by attending Angie Thomas’s Common Read Lecture. How do these different formats

Common Read Paper:

Your group paper will be a minimum of 500 words and will specifically address questions a, b, and c above. **All group members should be involved in the creation and writing of this paper.** When the paper is turned in, you will be asked to turn in individual sheets to a Dropbox that details your participation and what you completed on the paper. The paper will be due Friday October 12, 9am. The paper is worth 30 points.

Common Read Presentation:

Your presentation should be 5-7 minutes and address questions d, e, and f above. All presentations will be scheduled during the last two weeks of class and groups will be able to sign up for the order in which they would like to present (on a first-come, first-serve basis). This presentation is worth 50 points and you will be graded on:

Presentation Style: how you convey your information is important! Stay on point, focused, relevant, and make use of time well (i.e., come within the 5-7 minute time limit). 5 points.

SD Connections: how well you can link the book to where you live. 20 points

Social Change: how well you can identify social problems you are concerned about and which vehicles of social change may be most effective (and what are the pitfalls associated with each). 15 points.

Course Materials: how well you can contextualize the in comparison to the fictional dystopias and real social conditions we have talked about across the semester. 10 points

NSU Passport Events: The Office of Student Success, NSU professional advisors, and the Office of Student Affairs have put together a calendar of dozens of workshops to help you successfully find your way at Northern. The workshops center on 5 themes: Academic Success, Wellness, 4-Year Planning, Strengths Finder, and Career. Each student has a digital NSU Passport. You need to try to attend one workshop in each of the 5 categories before the end of the semester. At the end of each workshop, the workshop leader will scan your passport. Be sure to have your passport scanned to get credit for attending a workshop. You are welcome to attend more than 5 workshops. Each workshop attended will be worth 10 points for a total of 50 points. A list of eligible events will be posted on D2L.

Turning Assignments In:

I ask that students turn their work in digitally through D2L. If you have issues uploading or accessing D2L, you may also email an attached copy of your work to [kristi.brownfield@northern.edu]. All work should be sent by 9:00am on the day that it is due. Assignments should be turned in as PDF or Word (.doc or .docx) files. No other formats will be accepted.

If you are hospitalized or have a family emergency, you must contact me prior to the date and time set for the assignment. In the case of illness or family emergency, documentation will be required. Late assignments will be accepted **up to 72-hours after the deadline** but the total points possible for an assignment will be **docked 20% for each 24-hour period late**. For example, if a paper is due on Friday at 9am and you turn it in Friday at 9pm, the highest grade you could potentially receive on that paper is an 80% due to the 20% point reduction.

Student Expectations:

It is vitally important that you play an active role in the learning process. As a result, your participation in class discussions threads is required.

The 4 P's of student involvement in class are:

1. Preparation (read the assigned material)
2. Presence (routinely log in to D2L and attend class)
3. Promptness (post thoughts, ideas, comments, etc. regularly) and
4. Participation (get actively involved).

The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing assignments in a timely fashion. Students are expected to check their e-mails daily and the announcements at least every 48 hours.

University Resources:

Career Center: Student Center Room 240. Telephone Number: 605-626-2371. The center can help students match their interests, skills, and values with majors, career options, and employment opportunities that fit their professional and personal goals. The center also helps students prepare for internships or graduate school. Employment opportunities abound on WolfWork, an online jobs database available to current NSU students and alumni.

Counseling Center: Student Center Room 240. Telephone Number: 605-626-2371
Hours during school year: 8 a.m. to 5 p.m. Monday through Friday
Hours during summer: 7:30 a.m. to 4:30 p.m. Monday through Friday

Disabilities Services: Student Center Room 240. Telephone Number: 605-626-2371.

To be eligible for accommodation, students should:

Contact the Office of Disability Services in the Student Center 240 as early as possible
Submit any required medical or other diagnostic documentation of disability or limitations
Participate in additional evaluations if required
Make timely, appropriate disclosures and requests for accommodations
Actively participate in the securing of accommodations and auxiliary aids
If necessary, apply for funding for specialized support services from vocational rehabilitation agencies

Health Services: Student Center Room. Open Monday through Friday when school is in session, students can receive free of charge any of the following services with a current insurance card:

Assessment/treatment of acute or sudden onset of illness or injury

Lab testing (urine screening, strep throat, blood count and mono screening) free when the tests are determined necessary and collected at the Health Services Office.

Over-the-counter medications for common colds, sore throat, cough and headaches

Medical equipment such as crutches, vaporizers and hot/cold packs

Informational and referral services upon request

In addition, Health Services provides referrals to Avera Aberdeen Family Physicians (AAFP) based on the student's physical and emotional needs.

Library Liaisons: The library has designated liaisons for each of the four schools on campus. The names and contact information are listed below.

School of Business: Kristin Echtenkamp- Kristin.echtenkamp@northern.edu

School of Fine Arts: Shari Theroux- Shari.Theroux@northern.edu

College of Arts and Sciences: Sarah Jones- Sarah.Jones@northern.edu

School of Education: Lynn Klundt- Lynn.Klundt@northern.edu

The library has group study rooms and computers available for student use. The library staff can provide research assistance. Students may contact the library in a variety of ways:

Email reference@northern.edu

By phone at 605-626-3018

Text 605-277-4678

Instant Message on the library website

Writing Center: The Writing Center pairs tutors with students who need assistance in any area of writing. Writing tutors have been successful in writing-related courses and have teaching ability and/or experience. The Writing Center will help students maximize current writing abilities, develop new writing skills, and master all stages of writing, from choosing a topic to polishing a final draft.

Math Center: The Math Center pairs trained students with other students who need help with math. We provide free math help to all Northern students. Our goal is to help students improve their knowledge and skill in math and to develop a math work ethic. Math Center tutors are have a successful academic math record, teaching experience and ability.

ADA Statement: Northern State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require accommodations, please contact the NSU Office of Disability Services (ODS) as soon as possible to discuss your particular needs.

The mission of the Office of Disability Services is to provide equal access to university programs, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student requesting accommodations must submit adequate documentation of disability before accommodations can be provided.

Contact information for the ODS:

Ms. Doris Stusiak
 Student Center Room 240 – 2nd floor
 Phone – 605-626-2371
 Fax – 605-626-3399

NSU Diversity: Northern State University strives to build an academic community of people from diverse backgrounds and experiences who are committed to sharing diverse ideas in a mutually respectful environment. We value open discourse and consideration of multiple perspectives on issues of regional, national, and international importance, in which individuals are free to express their points of view. Our goal is a diverse learning community with equal opportunity for all.

Academic Freedom Statement: Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

Academic Success Support/Starfish As your professor, I am personally committed to supporting your academic success in this course. For that reason, if you demonstrate any academic performance or behavioral problems which may impede your success, I will personally discuss and attempt to resolve the issue with you. I may also refer your case using Starfish, which is an online student success program. Starfish will allow me to send you various performance updates, concerns, and referrals. If you receive a “flag” in Starfish, please come see me or seek assistance and support from your advisor or other resource staff member on campus. Please make sure to update your Starfish profile at the beginning of each semester (including a photo and up-to-date contact information). The Starfish link is located in D2L at the very top left corner of the homepage. My goal is to make your learning experience in this course as meaningful and successful as possible.

Tentative Course Schedule:

The tentative schedule for this course is outlined below. Please note, the instructor reserves the right to modify the schedule at any time.

| UNIT DATES | TOPIC WITH ACTIVITIES & OBJECTIVES | ASSESSMENT & DUE DATES |
|--------------------|---|-------------------------------------|
| Aug 20-24 / Week 1 | Course introduction / Resource introduction | Aug 24: reading response 1, comment |
| Aug 24-31 / Week 2 | Introduction to Dystopias; concepts: norms, deviance, socialization | Aug 31: reading response 2, comment |

| UNIT DATES | TOPIC WITH ACTIVITIES & OBJECTIVES | ASSESSMENT & DUE DATES |
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| Aug 31-Sept 7 / Week 3 | <i>The Unkindness of Ghosts</i> ; concepts: stratification, inequality, PT1 (pg. 1-95) No Class: 09/03 | Sept 7: reading response 3, comment, dystopia topic due |
| Sept 7-Sept 14 / Week 4 | <i>The Unkindness of Ghosts</i> ; concepts: stratification, inequality, PT2 (pg. 99-222) | Sept 14: reading response 4, comment, <i>Unkindness of Ghosts</i> paper due |
| Sept 14-Sept 21 / Week 5 | <i>The Unkindness of Ghosts</i> ; concepts: stratification, inequality, PT3 (pg. 225-end) | Sept 21: reading response 5, comment, faculty interview due |
| Sept 21-Sept 28 / Week 6 | <i>The Hate U Give</i> paper group work time | Sept 28: reading response 6, comment, historical/modern social condition due |
| Sept 28-Oct 5 / Week 7 | <i>We</i> ; concepts: government types, power, authority; CH1-14 (pg. 1-51) | Oct 5: reading response 7, comment, rough draft 1 due |
| Oct 5-Oct 12 / Week 8 | <i>We</i> ; concepts: government types, power, authority; CH15-27 (pg.52-104) No Class: 10/08 | Oct 12: reading response 8, comment, <i>The Hate U Give</i> paper due |
| Oct 12-Oct 19 / Week 9 | <i>We</i> ; concepts: government types, power, authority; CH28-40 (pg. 105-153) | Oct 19: reading response 9, comment, peer review due |
| Oct 19-Oct 26 / Week 10 | <i>The Hate U Give</i> presentations group work time | Oct 26: reading response 10, comment, <i>We</i> paper due |
| Oct 26-Nov 2 / Week 11 | <i>The Water Knife</i> ; concepts: environment, urbanization, demography; CH1-11 (pg. 1-126) | Nov 2: reading response 11, comment, rough draft 2 due |
| Nov 2-Nov 9 / Week 12 | <i>The Water Knife</i> ; concepts: environment, urbanization, demography; CH12-30 (pg. 127-256) No Class: 11/06 | Nov 9: reading response 12, comment |
| Nov 9-Nov 16 / Week 13 | <i>The Water Knife</i> ; concepts: environment, urbanization, demography; CH31-47 (pg. 257-371) No Class: 11/12 | Nov 16: reading response 13, comment, <i>The Water Knife</i> paper due |
| Nov 16-Nov 23 / Week 14 | Group Presentations No Class: 11/21-23 | Nov 23: reading response 14, comment, group presentations start |
| Nov 23-Fri Dec 7 / Week 15/16 | Group Presentations No Class: 12/05 | Nov 26: group presentations Nov 28: group presentations Nov 30: reading response 15, comment |

| UNIT DATES | TOPIC WITH ACTIVITIES & OBJECTIVES | ASSESSMENT & DUE DATES |
|------------|------------------------------------|--|
| | | Dec 3: term paper due, group presentations Dec 12: individual presentations: 2:15-4:15 |

Technical Support

NET Services is your contact for any technical support, including Desire2Learn, needed for your course. Contact information is below.

Phone: 1-605-626-2283

Email: help@northern.edu

Location: Tech Center 148