**YEAR 12 ATAR – DYSTOPIAN SHORT STORIES**

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| Week | Monday | Tuesday | Tuesday | Wednesday | Friday |
| 1 | SDD | Study journals | Study journals **due** | Hand out to students: Package on future societies and dystopian short stories.  Students read through this package.  In order to understand the perspective behind the author, the time and the reading of a text, students fill in the Sci Fi timeline in their handout looking an example texts, theme and social influences.  Explain that the perspective is:  The author’s voice, the time in which the short story is set in and written in – the author’s values and the reading of the text  Go through Dystopian Powerpoint.  Homework:  Read Examination Day and make notes on:   * The perspectives on the society that has been depicted in the text * The reading of the text * Values and attitudes of the text   The assumptions that underpin the text | Discuss Examination Day, see if students have completed any research around this short story.  Context:  1950s USA, McCarthyism, MKULTRA, the need for conformity, intelligence as a warning sign for government dissent. Formation of the CIA, fear of nuclear war, Stalinism – Great Purge of the intelligensia 1920s-30s, Night of the Murdered Poets, 1952.  Themes:   * Government control * Lack of individuality, intelligence as dissent * Government expenditure * Conformity of the masses   Bureaucratic and technological control.  Watch Twilight Zone episode.  Students to read the Pedestrian and answer questions for homework. |
| 2 | Read The Pedestrian  Discuss:  Context: 1950s USA, McCarthyism, technological advancements, satire on the prevalence of TV, CIA, repression of homosexual tendencies, panopiticism.  Themes:  • The breakdown of society  • The influence of technology  • Loneliness/Alienation  • The Individual versus the State  Bureaucratic and technological control.  GW: Ss to answer in groups:   * The perspectives on the society that has been depicted in the text * The reading of the text * Values and attitudes of the text * The assumptions that underpin the text   Hand out ‘Nightwalking’ extract on Dickens – discuss with students. | Students to read Brave New World.  Ask students to write an answer on the following:  How is Huxley’s view of future society predictive and accurate of what we experience in our world today.  Can you predict for 2050 in a similar way?  Do we actively seek a Utopian society? How?  Discuss:  Context: 1930s USA, mass production of cars (Ford worship), eugenics, genetic modification, the rise of Communism/Socialism, Freud.  Themes:   * “Streamlining” society – the society in BNW is manipulated to be the pinnacle of effectiveness, people are ‘created’ to be perfect, all needs are taken care of, technology and mass production has made it easier for people to live a fully hedonistic lifestyle. The government “cures” fleeting moments of dissatisfaction with Soma. * Class – every clone serves a purpose and is indoctrinated to be loyal to their faction in order to maintain control and order in society through subliminal ‘sleep-teachings.’ Lack of independent thought. * Commodification and capitalism – society is controlled to work to purchase as many items as they can, and are enslaved by it. | Students read chapter 1 of Brave New World and write notes on:   * The perspectives on the society that has been depicted in the text * The reading of the text * Values and attitudes of the text * The assumptions that underpin the text.   Sts to read Orphan Black and Dolly the Sheep article as intertextuality.  Ss to discuss  Homework:  Handmaid’s Tale. Students to read this for homework tonight. Remind students that the end chapter serves as a mise-en-abyme and metafiction – and chronicles the rise and fall of the Gilead regime. | After students have read through Handmaid’s Tale for homework.  Ask students to write an answer on the following:  How is Attwood’s view of future society (for her context of 1985) predictive and accurate of what we experience in our world today of 2018.   * Women’s reproductive rights (legalisation of abortion) * Female agency * Biological essentialism (have womb, must reproduce) * Religious fundamentalism and politics   Discuss:  Context: 1980s feminism, First Nations Canadians – stolen generations, the prevalence of religious cults – Moonies, Children of God, *Church Of The Most High Goddess*, religious fundamentalism, Ceausescu’s Romanian ‘pregnancy’ revolution, 1976 Argentinean revolution – where 500 children were taken and placed with cabinet leaders, Iranian revolution, Puritanism, religious fundamentalism, rise in infertility/STIs (AIDS epidemic), fear of nuclear warfare and global warming.  Themes:   * Identity – all identity is stripped away, women are renamed and are classified as legitimate or illegitimate women * - Legitimate * – Commander’s wives are given pious names, Martha’s are referred to as their status, Aunts are given names of popular women’s products, handmaid’s are given dominonymic names of the Commander they serve under, econowives are not permitted to leave their territories, but are allowed to live with their husbands and children as they . * - Women wear colours to identify them: Handmaids wear red, symbolising their status as fecund harlots (Handmaids are women who have been chosen because they have given birth before – and have either married a divorcee, are widowed, or a sexually deviant – their children before the revolution are taken away and the children they bear with the Commanders are taken by the Wives). Commander’s wives wear blue, symbolising the Madonna. Martha’s wear green, and econowives wear homemade clothes with all four colours.   Illegitimate  - Unwomen are sent to the “colonies” to clean up radioactive waste, they include sterile women, the unmarried, widows, feminists, lesbians, nuns, handmaid’s who have not become pregnant after three rotations, and politically dissident women. Jezebels are women who are sterilised and are essentially forced into legitimate prostitution.  - African American women are designated ‘Children of Ham” and are forced to live in ‘racial homelands,’ like Bantustans in South Africa.  - Religious control: The society is run as a theocratic society, with all citizens expected to be passive, with the exception of the ‘Angels’ who fight international forces. Women are unable to read. The only book permitted in a home is a bible. Handmaid’s are also forced to perform ‘ritual’ Ceremony nights with their Commanders in the hope of children.  - Extreme surveillance: The population in Gilead is controlled by Guardians, who monitor and ‘protect’ everyone. There are also ‘Eyes’ who serve as secret spies to the Sons of Jacob and report any suspected misconduct in households, even of the highest Commanders.  Homework:  Students read the ones of walk away from Omelas and write notes on:   * The perspectives on the society that has been depicted in the text * The reading of the text * Values and attitudes of the text * The assumptions that underpin the text | Discuss Omelas, see if students have completed any research around this short story.  Discuss answers from yesterday.  Discuss context: Capitalism, child labour, changes in moral ethics, Eichmann in Jerusalem trial, Vietnam War, Objectivism (Rand), Utilitarianism.  Themes:   * Political allegory: The child living in misery under the city represents the under or working class, which supports the upper class with underpaid labour. In this way, the story can be read as a critique of capitalism. * Morality: Most citizens of Omelas decide that their happiness is more important than the child's suffering. Some walk away, however, never to return. * Happiness: 1) that happiness is not truly happiness if it's based on someone else's suffering, and 2) that the happiness of an entire community sometimes outweighs the misery of an individual. * Individual vs. society. In Omelas, the happiness of the society as a whole is valued above that of the child locked up under the city. No other character is treated as an individual. * Guilt: the lack of guilt in Omelas is a deliberate calculation. Their happiness doesn't come from innocence or stupidity; it comes from their willingness to sacrifice one human being for the benefit of the rest.   Read and discuss Kant ‘s– Categorical Imperative - "Treat others how you wish to be treated". Thirsty man analogy. How it would effect student’s moral choices in living with the Omelas.  Discuss the concepts underpinning Utilitarianism and how they would affect the Omelas’ society   1. [Utilitarianism](https://en.wikipedia.org/wiki/Utilitarianism), where the practical consequences of various policies are evaluated on the assumption that the right policy will be the one which results in the greatest happiness. This theory’s main developments came from [Jeremy Bentham](https://en.wikipedia.org/wiki/Jeremy_Bentham) and [John Stuart Mill](https://en.wikipedia.org/wiki/John_Stuart_Mill) who distinguished between an act and rule utilitarianist morality. Later developments have also adjusted the theory, most notably [Henry Sidgwick](https://en.wikipedia.org/wiki/Henry_Sidgwick) who introduced the idea of [motive](https://en.wikipedia.org/wiki/Motive_(law)) or [intent](https://en.wikipedia.org/wiki/Intent) in morality, and [Peter Singer](https://en.wikipedia.org/wiki/Peter_Singer) who introduced the idea of [preference](https://en.wikipedia.org/wiki/Preference) in moral decision making. 2. [Deontological ethics](https://en.wikipedia.org/wiki/Deontological_ethics), notions based on 'rules' i.e. that there is an obligation to perform the 'right' action, regardless of actual consequences (epitomised by [Immanuel Kant](https://en.wikipedia.org/wiki/Immanuel_Kant)'s notion of the [Categorical Imperative](https://en.wikipedia.org/wiki/Categorical_Imperative) which was the centre to Kant's ethical theory based on [duty](https://en.wikipedia.org/wiki/Duty)). Another key deontological theory is [Natural Law](https://en.wikipedia.org/wiki/Natural_Law), which was heavily developed by [Thomas Aquinas](https://en.wikipedia.org/wiki/Thomas_Aquinas) and is an important part of the [Catholic Church](https://en.wikipedia.org/wiki/Catholic_Church)'s teaching on Morals. 3. [Virtue ethics](https://en.wikipedia.org/wiki/Virtue_ethics), derived from Aristotle's and Confucius's notions, which asserts that the right action will be the most 'virtuous.’   GW: Students to apply these to the story and argue how each approach would be taken.  Answers:   1. As only one child is suffering, and the rest of the society is flourishing and lives a good life, it is fair for one child to suffer as the needs of the majority outweigh the abuse of one child. 2. If my golden rule is to treat others how I wish to be treated, then it is unconscionable to allow one person to suffer, even if it allows many people to live a good life. 3. The right and most virtuous action is to not live in a society that abuses a child for its own gain, and the guilt one would feel would not allow a person to live a ‘good’ life.   Students to choose one answer which aligns with their own values and morals and discuss in groups, then with the class. |
| 3 | Ss to work on assessment in class | Ss to work on this in class | Ss to work on this in class | Ss to work on this in class  **Assessment Due** | Start novel study. |