



Course Code: HUM2020 - 0M02

Course Name: Encountering the Humanities

Credit Hours: 3.0

Semester: Fall 2017

Mode: Blended

Class Time: Mondays and Wednesdays, 10:30 a.m. - 11:20 a.m.

Class Location: CB1 103

## Syllabus Table of Contents

1. Instructor Information
  2. Course Description
  3. Course Objectives
  4. Required Text
  5. General Expectations in a Mixed Mode Course
  6. Description of Assignments and Tests
  7. Grading Scheme and Description
  8. Instructor Policies
    - E-mail Correspondence
    - Missed Assignments and Tests Policy
    - Open Door Policy
    - Maintaining a Respectful Environment
    - No Extra Credit Policy
  9. University Policies
    - Academic Integrity
    - Disability Statement
    - Diversity Statement
    - UCF Cares
    - Copyright
    - Warning about Third-Party Software and FERPA
-

# 1. Instructor Information

Instructor: Dr. Nick Shrubsole

Office Hours: Monday and Wednesday, 11:25 a.m. - 12:25 p.m., or by appointment

Office Location: Psychology (PSY) 234

E-mail: [Nicholas.Shrubsole@ucf.edu](mailto:Nicholas.Shrubsole@ucf.edu) (or use the "Inbox" on the left-hand side of Webcourses)



## Biography

Hello everyone! My name is Nick Shrubsole and I am your instructor for this course. Professionally, I hold a Ph.D. in Religious Studies from the University of Waterloo (2013), which is located just outside of Toronto, Ontario, Canada. Yes, I am a Canadian living in Florida. How novel, right? I moved to Orlando in 2015 after teaching for a few years back in Canada. I have extensive teaching experience in a broad range of Religious Studies courses, including World Religions and Politics, Religion, and the Law, Religion and Popular Culture, Evil, and a number of others. Since coming to Florida, I have been teaching extensively in the Humanities. I have taught this course several times in the face-to-face modality. I have also taught Humanistic Tradition I, another GEP course, and a couple of senior Humanities seminars. My specific research focuses on Indigenous Peoples' religious freedom claims. This is why there is a healthy portion of the course dedicated to the subject of colonialism.

On a more personal note, I like to let my students know that I am a disabled person. I have had a visual impairment since I was quite young. In my face-to-face classes, this usually means that I need to tell students that they need to be a bit more assertive when they need a question answered, but that won't be the case here. Even though you could go this whole course without ever knowing I have a visual impairment, I think it's important to let you know when diverse experiences are leading the class. I also hope that my disclosure can make others with disabilities feel comfortable in this class and beyond. Every disability is unique, so it is important to share our stories and let people know that we are here.

Aside from my professional credentials and disclosure, I do have a life outside of work, although it is difficult at times in this kind of employment. I played a lot of music back in Canada, so I am actively trying to continue that here in Florida. I enjoy watching live music and try to get to at least one show every couple of weeks. I enjoy going out with the wonderful friends I have met in this city as much as I enjoy taking a break and watching any number of quality shows.

I look forward to learning more about you in the opening discussion! Please don't ever hesitate to contact me if you have any questions.

---

## 2. Course Description

This course is an introduction to humanities ideas, research methods, and approaches to scholarship and creative work. Students will be introduced to diverse tools and approaches for critically examining intellectual, cultural, and creative human expression.

More specifically, this course asks students to investigate several theoretical approaches to the Humanities that may include postcolonial theory, feminist theory, queer theory, and critical race theory. We will use these theoretical frameworks to understand the significance of some creative works and to offer critiques of others. This course is unapologetically an exploration of contemporary Humanities and the work of marginalized, ignored, and excluded communities.

(Note: the Humanities program offers upper-level courses in Postcolonial Theory, Queer Theory, Feminist Theory, and Critical Race Theory.)

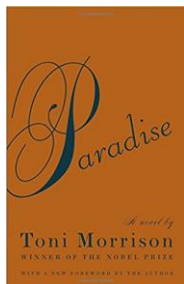
---

## 2. Course Objectives

By the end of this course, students should be able to:

- Understand the importance of voice and agency
  - Develop the necessary skills to critically view and respond to cultural productions
  - Demonstrate the ability to communicate critical thinking through written assignments
  - Appreciate subcultural and minority productions
  - Critically discuss the humanities
  - Demonstrate a better understanding of the humanities
- 

## 4. Required Texts



There is only one text that you are required to purchase for this course. The majority of material is available through the course website.

**Toni Morrison. *Paradise*. Vintage Reprint Edition, 2014.** Please note that any edition of the book will suffice. You can click on the image to the left to go directly to the Amazon website for the novel.

Please note a self-regulating and volunteer book club space has been setup for *Paradise*. If you would like to have a space to speak with other students about the book on a scheduled time-line, please join the Book Club group. You can join the book club discussion group by clicking on "People" then click the "Groups" tab. Next to the Group marked "Voluntary Book Club Discussion," click "Join." You will then see that Group in the Groups tab just below the courses tab on the left-hand side of your screen.

---

## 5. General Expectations in a Mixed Mode Course

This is a mixed-mode course. This means that we spend two-thirds of our time in the classroom and the other one-third of classroom time is reserved for more intensive online content. This will include assignments, quizzes, and review of course content such as films. As a mixed-mode course, you are still expected to dedicate the same amount of time you would in a face-to-face course. The major difference is that you have 50 less minutes of lecture time. The work that you conduct outside of the classroom remains relatively the same with the exception that you will have more to do than just your readings. You may be asked to engage in online discussions, watch films, and complete assignments/quizzes. So, you are going to have to ensure that you attend class and stay on top of online content.

It is important to note that the outset that as a mixed mode course you should not conceive of the online component as something separate from the face-to-face components. Often you will be asked to complete certain tasks in advance of a week to facilitate the completion of face-to-face assignments in the classroom. And, other times, you will be expected to complete online quizzes based on the material covered from the week. The course is truly mixed.

Here are some helpful hints:

- **Write down the critical dates for all assignments in the course.** You may choose to just use the calendar function in Webcourses, but I would encourage you to use a calendar that you encounter regularly (i.e., on your phone, laptop, tablet, or, wall calendar).
  - **Content Will Not Appear in your Calendar:** It is imperative that you recognize that you will be required to watch certain films or listen to music or do certain readings in advance of the week. This content will not appear in your calendar so it is up to you to make sure you are prepared for each week. .
  - **Ensure that you login at least three times a week.** You will need to access quizzes, assignment dropboxes, and content regularly so keep active on the site. Expect that there is something to complete every week.
-

## 6. Description of Assignments and Tests

Each Module contains several assignments related to each item of content. The course concludes with three discussions related to the three theoretical modules covered in the course.

Assignment	Weight	Due Date	
<h3>Introductory Module</h3> <p>(5% of Overall Grade)</p>			
Syllabus Quiz	Ungraded	Friday, August 21	As of Fall 2014, faculty members of each course. In order to do activity by the end of the first do so may result in a delay in
"Hello Small Group, My Name Is..." Discussion Post	2%	Friday, August 21	A short post introducing yourself based on course material from
Introductory Module Quiz	3%	Friday, August 21	A short quiz based on the course
<h3>Postcolonial Module</h3> <p>25% of Overall Grade</p>			
Weekly Quizzes	10%	Friday, September 1 Friday, September 15	There are two mini-quizzes throughout online and they cover both face
Breakout Assignments	15%	Wednesday, September 6 Wednesday, September 13 Monday September 17	This module contains three breakout group. Each group will offer a grade. Discussions will take

## Feminism Modu

25% of Overall Grade

Weekly Quizzes	15%	Friday, September 29 Friday, October 6 Friday, October 20	There are three mini-quizzes online and they cover both fa
Breakout Assignments	10%	Monday, October 9 Wednesday, October 11	This module contains two bre group will offer one submissio grade. Discussions will take

## Critical Race Mod

25% of overall grade

Weekly Quizzes	20%	Friday, October 27 Friday, November 3 Friday, November 10 Friday, November 17	There are four mini-quizzes th they cover both face-to-face a
Breakout Assignment	5%	Wednesday, November 8	This module contains one bre group will offer one submissio grade. Discussions will take

## Discussion & Proj

(20% of Overall Grade)

Toni Morrison's <i>Paradise</i> Discussion	10%	Thursday, November 16 - Wednesday, November 22	In the week leading up to Tha responsible for participating in subject of race and racism in framework developed in the C
--------------------------------------------	-----	---------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

			<p>Specific instructions and prompts</p> <p>How will I be assessed?</p> <p><b>Application of Knowledge:</b> You are expected to demonstrate that you understand the concepts and theories discussed in class.</p> <p><b>Meaningful Contributions:</b> You are expected to not simply agree with a classmate, but to offer <b>new content</b> with every contribution.</p> <p><b>Consistent Participation:</b> You are expected to post early and often. You are expected to meet this criteria.</p> <p><b>Respect and Professionalism:</b> Your participation should be satisfactory. You should also demonstrate respect for their contributions.</p>
Critical Theory Application Presentation	10%	Friday, December 1	<p>In your small groups, students will be assigned a group's choosing. Students will watch a film. There are two different options: (1) Critical Race Theory, or (2) Intersectional Theory.</p> <p>You will have a few options to choose from. You will also provide two examples of how you are using the modules.</p> <p>Students will prepare a PowerPoint presentation (2) a statement on the theory and (3) three specific examples from the film. You will discuss between how you are using the theory and the film.</p>
Total	100%		

## NOTE:

### Missed Assignments and Tests Policy

Time management is an important skill you will learn in university. As we do need to move from week to week fairly quickly, it is imperative that you keep up with assignments. For this reason, **no late assignments or quizzes are accepted.** Quizzes will open at 2:p.m. after the completion of our weekly lecture and will close at 11:59 p.m. on the Friday that follows. This provides a two day window in which the weekly quiz must be completed. Breakout assignments should be submitted in class at the end of our session.

Please note that a "due date" is placed in Webcourses for your discussion, but this is just so it appears on your feed. You are expected to participate throughout the week that the discussion is open.

## 7. Grading Scheme

Below you will find general descriptions of the grades offered in this course. Note that "

Grade	Percentage	Brief Description
A	94% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
A-	90% – < 94%	Excellent, exceeds average understanding as evidenced in course work and goes well beyond basic understanding.
B+	87% – < 90%	Very good. Far above average, fully meets or exceeds average understanding as evidenced in course work, fully understands the basics and goes beyond that level.
B	83% – < 87%	Very good. Above average, fully meets average understanding as evidenced in course work, fully understands the basics and can engage material somewhat beyond that level.
B-	80% – < 83%	Very good. Just above average, fully meets expectations for basic understanding as evidenced in coursework and fully understands the basics and can engage material at that level.
C+	77% – < 80%	Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.
C	73% – < 77%	Average, meets minimum expectations and satisfies course requirements.
C-	70% – < 73%	Slightly below average, meets bare minimum expectations and satisfies course requirements.
D+	67% – < 70%	Lacking in quality. Below average, meets most minimum expectations and satisfies all or most course requirements.
D	63% – < 67%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
D-	60% – < 63%	Greatly lacking in quality. Far below average, but meets most minimum expectations and satisfies most course requirements with minimal understanding evidenced in course work.



F	0% – < 60%	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.
---	------------	------------------------------------------------------------------------------------------------------------------------------------

---

## 8. Instructor Policies

### E-mail correspondence

1. Please use the inbox located to the left of this page to correspond with your instructor.
2. Think of an e-mail as a formal letter when corresponding with instructors (as opposed to a text message). Begin with a salutation (a greeting) and conclude with your name. Be respectful and considerate in your language and re-read your e-mail before sending.
3. Review the course syllabus to ensure that your question is not answered there.
4. For technical support, contact Online@UCF by clicking the following link: [UCF Online Support](#).

### Missed Assignments and Tests Policy

Time management is an important skill you will learn in university. As we do need to move from week to week fairly quickly, it is imperative that you keep up with assignments. For this reason, **no late assignments or quizzes are accepted**. Quizzes will open at 2:p.m. after the completion of our weekly lecture and will close at 11:59 p.m. on the Friday that follows. This provides a two day window in which the weekly quiz must be completed. Breakout assignments should be submitted in class at the end of our session.

Please note that a "due date" is placed in Webcourses for your discussion, but this is just so it appears on your feed. You are expected to participate throughout the week that the discussion is open.

### Open Door Policy

Your instructor is here to help! I encourage you to contact me at any time to discuss your questions and concerns about the course. If my office hours do not fit your schedule, we will find a time that works.

### Maintaining a Respectful Environment

This course will be guided by an ethic of mutual respect and responsibility. At times, the topics may become controversial and online debate rather tense. While disagreement is part of a healthy university environment, please engage your colleagues (including the instructor) with respect and in such a way to promote a response. Agreement should not be the task in online discussions, but rather education and, where possible, consensus.

### No Extra Credit Policy

Please do not ask for extra credit opportunities during this course. The course is out of

100% and all students will engage in the same assignments. Any extra credit assignments would have to be offered to all students and would, in turn, increase the percentage of this course above 100%.

---

## 9. University Policies and Important Information

### **Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **Diversity Statement**

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

### **UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](https://ucfcares.com) ([Links to an external site.](#)) [Links to an external site.](#) if you are seeking resources and support, or if you are worried about a

friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

### **A Note on Copyright**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

### **Warning about Third-Party Software and FERPA**

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

---