



University of Central Florida
College of Arts and Humanities
Department of Philosophy

Encountering the Humanities

Course Code and Section: HUM2020 – B001

Semester: Summer 2016

Credit Hours: 3.0

Class Time: Monday, Tuesday, Wednesday and Thursday, 12:00 p.m. – 1:50 p.m.

Class Location: NSC 101

Instructor Information

Name: Dr. Nick Shrubsole

Office Location: PSY 234

Office Hours: Mondays, 2:00 p.m. – 3:00 p.m., or immediately after any class

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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. While we will discuss diverse subjects over the semester, there is a common unifying theme: “Responding to the Dominant.” Together, we will encounter Native American literature and film, the street art of such artists as Jean Michel Basquiat, and subcultural protest music in the genres of reggae, punk and hip hop. Through an interdisciplinary approach, we will explore how these expressions embody responses to colonialism, racism, economic disparities, oppression and discrimination, not only through words, but images, sounds, and the very act and physical locations of expression.

Course Texts

The following materials are required in this course:

- Silko, Leslie M. *Ceremony*. New York: Penguin Books, 2006. (Note: any edition will suffice)
- Guerrilla Girls. *Bitches, Bimbos, and Ballbreakers: The Guerrilla Girls' Illustrated Guide to Female Stereotypes*. Penguin Books, 2003.
- Supplemental readings are available on the course website.

Optional

- King, Thomas. *The Truth about Stories: A Native Narrative*. Toronto: House of Anansi Press, 2006. (Note: These five Massey Lectures were broadcast on CBC's *Ideas* and are available via the CBC website. It is recommended that you listen to these lectures and read along if you so desire.)

Course Goals

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

Course Requirements and Grading

A	94% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
A-	90% – 93%	Excellent, exceeds average understanding as evidenced in course work and goes well beyond basic understanding.
B+	87% – 89%	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% – 86%	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 – 82%	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 – 79%	Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.
C	73 – 76%	Average, meets minimum expectations and satisfies course requirements.
C-	70 – 72%	Slightly below average, meets bare minimum expectations and satisfies course requirements.
D+	67 – 69%	Lacking in quality. Below average, meets most minimum expectations and satisfies all or most course requirements.
D	64 – 66%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
D-	61 – 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.

IMPORTANT NOTE REGARDING FINANCIAL AID:

As of Fall 2014, faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but by no later than September 1. Failure to do so may result in a delay in the disbursement of your financial aid.

In order to complete the requirement, complete the short syllabus quiz located in the "Quizzes" section of Webcourses.

Grading Item	Weight	
In-class exams	60%	
Exam #1: Literature	15%	July 12
Exam #2: Film	15%	July 20
Exam #3: Art	15%	July 28
Exam #4: Music	15%	August 4
Primary Source Quizzes	24%	
Ceremony Quiz	8%	July 11
The Fast Runner Quiz	8%	July 20
Guerilla Girls Stereotype Book Quiz	8%	July 27

meant to draw your attention to the “sunny side” of institutional discrimination (as the Guerrilla Girls have sarcastically called it). You may review the text, the accompanying article on the Guerrilla Girls (which can be found on the course website), and you may also choose to visit the Guerrilla Girls official website at <http://www.guerrillagirls.com/> for more ideas.

Important Notes and Policies

1. Students with Disabilities
2. Plagiarism and Academic Integrity
3. E-mail Access
4. Diversity Statement
5. UCF Cares

Students with Disabilities

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

I sincerely encourage any students with disabilities to speak with me during office hours to ensure that they are able to engage in the course and complete assignments on an equal footing with their fellow classmates. My door is always open to discuss this important matter.

Plagiarism and Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

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

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “**whereby another’s work is used or appropriated without any**

indication of the source, thereby attempting to convey the impression that such work is the student's own."

E-mail Access

You will be expected to have daily access to the internet and email, since I will be emailing you regularly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:

http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

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 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 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.

Course Website

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your classmates.

On the website you will find:

- This syllabus
- Important dates
- Submission folder for the assignment
- Additional class content
- Important announcements

- Grades
- Discussion boards
- The Syllabus Quiz
- Select course readings

Instructor Policies

E-mail correspondence

Please use your Knights e-mail account whenever corresponding with your instructor. Ensure that the Course Code and Section Number appear in the subject line of any e-mail sent to the instructor. 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.

Late Penalties

One important lesson you will learn at university is time management. Assignments are expected to be submitted on time. Late assignments will be deducted one letter grade a day for a maximum of four days. After four days, the assignment will be assigned a grade of zero. If you are unable to complete any assignment on the due date, you will preferably contact your instructor prior to the due date or, in exceptional circumstances, within 48 hours of the due date. At the instructor's discretion, only cases of emergencies will warrant an exception to this penalty.

Make-Up Exam Policy

There are no make-up exams offered in this course. Ensure that you are in-class, on time on the day of the exam.

Open Door Policy

I am always available to talk about this class or your educational experience in general. Feel free to stop by or make an appointment at any point over the semester. If you ever require clarification on your grades or concepts discussed within the course, make an appointment to come and chat.

Extra Credit Policy

There will be no extra credit offered in this course.

Class and Reading Schedule

Week	Date	Readings	Assignment s
<p>MODULE 1</p> <p>Encountering the Humanities Through Literature</p>			
1	June 27	Introduction	
	June 28	<p>Title: Defining the Humanities</p> <p>Readings:</p> <ul style="list-style-type: none"> • Richard Jewell, “Introducing the Humanities,” Experiencing the Humanities http://www.tc.umn.edu/~jewel001/humanities/book/1/intro.htm • David Behling, "On Studying the Humanities: What Does it Mean to be Human?," Huffington Post, August 5, 2012, http://www.huffingtonpost.com/davidbehling/humanities-majors_b_1569600.html • Judith Butler, “On the Value of Reading and the Humanities,” https://soundcloud.com/brainpicker/judithbutler-on-reading-and-of-the-humanities (Audio: 7:44) 	<p>Syllabus Quiz DUE (for financial aid)</p>
	June 29	<p>Title: Writing About the Humanities</p> <p>Readings:</p> <ul style="list-style-type: none"> • “An Approach to Writing About the Humanities” in <i>Writing About the Humanities</i> (course website) 	
June 30	<p>Title: What’s in a Story?</p> <p>Reading/Listening:</p> <ul style="list-style-type: none"> • Thomas King, “You’ll Never Believe What Happened” Is Always a Great Way to Start (<i>The Truth About Stories</i>, Lecture 1) 		
2	July 4	NO CLASSES (Independence Day)	
	July 5	<p>Title: Stereotypes in Stories</p> <p>Readings/Listening:</p> <ul style="list-style-type: none"> • Thomas King, “You’re not the Indian I Had in Mind 	

		<p>(<i>The Truth About Stories</i>, Lecture 2)</p> <ul style="list-style-type: none"> • Leslie Silko, <i>Ceremony</i> (begin) 	
	July 6	<p>Title: Agency and Authority in Storytelling</p> <p>Readings/Listening</p> <ul style="list-style-type: none"> • Thomas King, Let Me Entertain You (<i>The Truth About Stories</i>, Lecture 3) • Leslie Silko, <i>Ceremony</i> (continue) 	
	July 7	<p>Title: Agency and Trauma in Storytelling</p> <p>Readings/Listening:</p> <ul style="list-style-type: none"> • Thomas King, A Million Porcupines Crying in the Night (<i>The Truth About Stories</i>, Lecture 4) • Thomas King, What is it About Us That You Don't Like? (<i>The Truth About Stories</i>, Lecture 5) • Leslie Silko, <i>Ceremony</i> (continue) 	
3	July 11	Preparing for a Test (Review Day)	Ceremony Quiz
	July 12	Module Exam #1 Literature	Exam #1
	<p>MODULE 2</p> <p>Encountering the Humanities Through Film</p>		
	July 13 & July 14	<p>Title: Subjectivity in Film</p> <p>In-class film: <i>Reel Injun: the Trail of the Hollywood Indian</i> (2009)</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ken Nolly, "The representation of conquest: John Ford and the Hollywood Indian (1939-1964)" in <i>Hollywood's Indian: The Portrayal of the Native American in Film</i>, edited by Peter C. Rollins and John E. O'Connor (Course Website) 	

4	July 18 & July 19	Title: Agency in Film In-Class Film: <i>Atanarjuat: The Fast Runner</i> (2001) Reading: <ul style="list-style-type: none"> Michelle H. Raheja, “Visual Sovereignty, Indigenous Revisions of Ethnography, and <i>Atanarjuat (The Fast Runner)</i>” in <i>Reservation Reelism: Redfacing, Visual Sovereignty, and Representations of Native Americans in Film</i>. University of Nebraska Press, 2013, Chapter 5. (Course Website) 		
	July 20	Module Exam #2 Film	Exam #2 and The Fast Runner Quiz	
	<p>MODULE 3</p> <p>Encountering the Humanities Through Art</p>			
	July 21	Title: Introduction/Norval Morrisseau Readings: <ul style="list-style-type: none"> Carmen Robertson, “Body Politics and the Art of Norval Morrisseau.” <i>RACAR</i> 32(1/2) 2007: 70–78. (Course Website) Read <i>Bimbos, Bitches, and Ballbreakers</i> 		
5	July 25	Title: Keith Haring In-class film: <i>Drawing the Line: a Portrait of Keith Haring</i> (2004) Readings: <ul style="list-style-type: none"> David Sheff, “Keith Haring: Just Say Know.” <i>Rolling Stone</i> 10 August 1989, http://www.rollingstone.com/culture/features/keith-haring-just-say-know-19890810. “Object Descriptions” of “The Political Line” collection from de Young Museum (San Francisco) website. Visit: https://deyoung.famsf.org/questions-viewing-object-information-2 (There are also some fantastic resources at the bottom of the page including a description of the 1980s context and interpretations of different elements (e.g., lines, colors, and symbols) of Haring’s work. 		

	July 26	<p>Title: Jean Michel Basquiat</p> <p>In-class film: <i>Jean Michel Basquiat: The Radiant Child</i> (2011)</p> <p>Readings:</p> <ul style="list-style-type: none"> Laurie A. Rodrigues, “SAMO as an Escape Clause’: Jean-Michel Basquiat’s Engagement with a Commodified American Africanism.” <i>Journal of American Studies</i> 45 (2011): 217–243. (Course Website) 	
	July 27	<p>Title: Guerrilla Girls</p> <p>Readings:</p> <p>Anne Teresa Demo, “The Guerrilla Girls’ Comic Politics of Subversion.” <i>Women’s Studies in Communication</i> 23(2) (2000): 133 –156. (Course Website)</p>	<p>Guerrilla Girls Quiz</p> <p>Guerrilla girls Collage \project</p>
	July 28	Module Exam #3 Art	Exam #3
<p>MODULE 4</p> <p>Encountering the Humanities Through Music</p>			
10	Aug 1	<p>Title: Introduction/“Exodus:” Bob Marley, the Rastafarian Tradition and Babylonian Captivity</p> <p>Readings:</p> <p>Roger Steffans, “Bob Marley: Rasta Warrior” In <i>Chanting Down Babylon: A Rastafarian Reader</i>, edited by Nathaniel S. Murrell, William D. Spencer, and Adrian A. McFarlane (Philadelphia: Temple University Press, 1998), 253–283. (Course Website)</p>	<p>Agency Project DUE no later than today</p>
12	Aug 2	<p>Title: “White Riot:” The Clash, Rock Against Racism, and the National Front</p> <p>Readings:</p> <ul style="list-style-type: none"> Ashley Dawson, “Love Music, Hate Racism’: The Cultural Politics of the Rock Against Racism Campaigns.” <i>Postmodern Culture</i> 16(1) (September 2005). https://muse-jhu- 	

		edu.ezproxy.net.ucf.edu/journals/postmodern_culture/v016/16.1dawson.html	
	Aug 3	<p>Title: “Fight the Power:” Pubic Enemy, Hip Hop, and Racial Injustice in America</p> <p>Readings:</p> <ul style="list-style-type: none"> • Tricia Rose, “‘Fear of a Black Planet’: Rap Music and Black Cultural Politics in the 1990s.” <i>Journal of Negro Education</i> 60(3) (1991): 276–290. (Course Website) 	
13	Aug 4	Module Exam #4 Music	Exam #4

Note: The instructor welcomes comments and suggestions about the course and encourages feedback throughout the course. He also reserves the right to amend the syllabus at his discretion. The following course schedule is meant as a guide and may be modified when necessary (e.g., for guest speakers, etc.). Changes and alterations in the schedule of topics, examination dates, paper due date s, assignments and other schedule-related information may be made from time to time to facilitate completion of all major sections listed.