Course Code: HUM2020 - BW61
Course Name: Encountering the Humanities
Credit Hours: 3.0
Semester: Summer B 2019
Mode: Online

Syllabus Table of Contents

1. Instructor Information

Instructor: Dr. Nick Shrubsole

Virtual Office Hours: Available By Appointment via Skype or Conferences (Webcourses)

E-mail: Nicholas.Shrubsole@ucf.edu (Preferred method of contact)

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.

The guiding questions for this course are as follows:

- How do cultural productions communicate complex identity and experience?
- How do we use theory to understand the depth and significance of cultural productions?
- How can we use theory to critique and deconstruct cultural productions?

Note: there are no prerequisite skills, knowledge, or courses, required to take HUM 2020.

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3. 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

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4. Technical Competencies and Necessary Hardware/Software

The ability to use Webcourses is essential for any online course. Please review the Webcourses Tour for more information.

Students may want to become familiar with a Word processor such as Microsoft Word (available for free through UCF) and image editing software such as those that come standard on most operating systems, though neither are required for this course.

Aside from an internet browser and a computer/tablet, no other hardware or software is necessary.

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5. Required Texts

All required texts are provided electronically on Webcourses. There are no texts that you are required to purchase for this course.

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6. General Expectations in a Fully Online Course

This is a fully online course. For this reason, students must develop their time management skills effectively. As an online 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 there is no scheduled class time. The work that you conduct outside of the classroom remains relatively the same, but the experience of the classroom is a little different. In a classroom, you may attend class at a scheduled time at which point you can listen to a lecture and engage with your fellow classmates in meaningful discussion. When you leave the class, you may independently set up study groups, but many students may just take that time to read their text, complete assignments, and make study guides for in-class tests. In an online course, you will continue to engage with your classmates, listen to some lectures, and participate in small group assignments. The difference is that this is completed online at a time that is more conducive for your schedule. Here are some helpful hints at the beginning of this course to make sure you stay on schedule:

- **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).
- **Note the opening and closing dates for assignments.** In an online course, you have windows to complete assignments rather than a specific due date. Note both the opening and closing dates of all assignments.
- **Ensure that you login at least four times a week.** Even if there is nothing scheduled that week, it is crucial that you stay engaged with the course.

For more specific details on expectations, lease review the course expectations: Course Expectations.

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7. Description of Assignments and Tests

Assignment	Weight	Description
Syllabus Agreement Quiz	n/a	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. Failure to do so may result in a delay in the disbursement of your financial aid.
Unit Quizzes	75%	Every individual unit item consists of a reading, lecture content and a quiz. All quizzes for a module are due by the Sunday of the week they are assigned. Late quizzes will be accepted for up to 3 days following the end of the week at a penalty of 10% per day. Note: due dates are spread throughout the week but given the condensed nature of a summer course, this system should allow for some flexibility while not allowing anyone to get too far behind. You will have three attempts for each quiz.
Creative Project	25%	At the end of the Feminism module, students are responsible for creating a meme in the spirit of the

		Guerrilla Girls. Students will have to explain how they have used a tactic of the Guerrilla Girls in a write-up with reference to the assigned reading. Late assignments for this creative project will be accepted with the same penalties and time as listed for the quizzes.

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8. Grading Scheme

Below you will find general descriptions of the grades offered in this course. Note that grades are not rounded from Webcourses. So, if you receive a 79.8%, that is a C+ according to the grading scheme below.

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 minim um 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.

9. 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

Late policies are listed in the assignment descriptions above. In short, quizzes and the creative project must be completed by the Sunday of the week they are assigned. Late quizzes and creative projects will be accepted for up to three days after the end of the week with a penalty of 10% per day. For example, a quiz that is submitted on a Tuesday that was assigned in the week prior (so it was due the previous Sunday) would receive a late penalty of 20%. It is strongly recommended that you try to follow the due dates that are spread out across the week.

Virtual 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. .

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%.

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10. University Policy Statements

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity.]()

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices]()".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

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.

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.

UCF Cares

We want all students at the university to know that UCF not only cares about their academic success, but their overall wellbeing. Life can get difficult at times, especially while in college. Many students are faced with stressors and challenges that begin to impact their success as a student. These stressors can appear in many different forms: difficulty adjusting to university life, family issues, financial difficulties, abusive relationships, etc. Our goal is to "build a culture of care, one knight at a time, where every UCF Knight cares about the health and safety of one another." For support of these matters, please visit [UCF Cares](#).

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.