

# Contemporary HUMANITIES

Department of Philosophy  
College of Arts and Humanities at the **University of Central Florida**

HUM 3252 - 0W61: Contemporary Humanities  
Semester: Spring 2019  
Credit: 3.0  
Modality: Online

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# 1. Instructor Information

Instructor: Dr. Nick Shrubsole

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

E-mail: [Nicholas.Shrubsole@ucf.edu](mailto: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 HUM 2020 - Encountering the Humanities and HUM 2210 - Humanistic Tradition I, along with several senior-level courses in the Humanities.

I am author of a forthcoming book from the University of Toronto Press, titled *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. The book is set for publication in 2019. It explores the complex social, political, legal, and philosophical challenges facing Indigenous Peoples in the pursuit of religious freedom, particularly as it relates to cosmologically-significant space (or sacred sites).

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.

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## 2. Course Description

### *Catalog Description*

Multicultural study of Philosophy and the arts of the 20th century.

### *Instructor Description*

This course examines contemporary (late 20th and early 21st century) cultural productions with particular attention to the ways in which they intersect thematically, build upon each other, and offer something unique through each chosen medium. As is typically the case with offerings of this course, we will focus on subject matter within the area of specialization of your instructor. For this iteration of the course, we will explore contemporary Indigenous literature, film and music. We will consider how Indigenous Humanities

- encompass Indigenous philosophical perspectives,
- speak back to popular representations of Indigenous Peoples in popular culture,
- meaningfully speak to Indigenous communities,
- celebrate Indigenous complexity, diversity and survival, and
- help to decolonize and reconstruct histories and perspectives on Indigenous Peoples.

Through this thematic focus, we will develop our skills at assessing cultural productions independently and in conversation with other cultural productions and the world in which they are created.

Prerequisite(s): Any HUM course or Course Instructor approval

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## 3. Course Objectives

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

- Develop the necessary skills to critically view and respond to cultural productions and how different productions complement each other
  - Demonstrate the ability to communicate critical thinking through written assignments
  - Understand the connections between colonialism and Indigenous Humanities
  - Recognize the significance of contemporary Indigenous cultural productions in the context of decolonization, survival and reconciliation
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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).

A camera and microphone is recommended for this course so that you can participate in virtual discussions with your professor and other students. Tablets are available through the UCF library and the UCF bookstore.

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## 5. Required Texts/Film

All books except Thomas King's novel are available electronically through the UCF library. You can find them by following the links at the following [UCF Library Guide to This Course](#).

The required film is on reserve on the third floor of the John C. Hitt Library. Alternatively, you can rent or purchase the film through a variety of online stores.

- Justice, Daniel Heath. *Why Indigenous Literatures Matter*. Waterloo: Wilfrid Laurier Press, 2018. ISBN: 978-1-77112-178-1 (ebook)
- King, Thomas. *Green Grass, Running Water*. Toronto: Bantam Books, 1993. ISBN: 978-0-553-37368-4
- Schweniger, Lee. *Imagic Moments: Indigenous North American Film*. Athens: University of Georgia Press, 2013. ISBN: 978-0-8203-4514-7
- Ways, Kyle T. *Hip Hop Beats, Indigenous Rhymes: Modernity and Hip Hop in Indigenous North America*. New York: SUNY, 2018. ISBN: 9781438469478 (ebook)

The film you are required to watch is:

- Kunuk, Zacharias. *Atanarjuat*. Isuma Productions, 2001.
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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.

## 7. Description of Assignments and Tests

Assignment	Weight	Description
<i>Green Grass, Running Water</i> Analysis Essay	20%	Drawing from one of the common themes in Indigenous literature discussed in the book <i>Why Indigenous Literatures Matter?</i> , (Justice) explore how Thomas King's novel <i>Green Grass, Running Water</i> answers one of the same thematic questions (e.g., How Do We Become Good Ancestors?). You will be expected to draw extensively from the novel along with the book by Justice. You will also be expected to contextual King's work within the literature discussed by Justice.
<i>Atanarjuat</i> Analysis Essay	25%	Throughout our reading of <i>Imagic Moments</i> , we will be identifying common themes addressed in Indigenous film making. Following the completion of that book, you will be asked to watch a film that is not discussed in that book, <i>Atanarjuat</i> . Your task will be to explore three themes in the film that are rooted in the Schwenger text. The themes must be contextualized within the broader Indigenous film industry as discussed by Schwenger.  We will also be noting interesting ways in which Schwenger analyzes film throughout <i>Imagic Moments</i> . In your assessment of <i>Atanarjuat</i> , you are required to demonstrate awareness of these methods of film analysis by moving beyond plot to comment on at

		least two further aspects of film in the context of your thematic analysis (e.g., editing, sound, cinematography).
Weekly Reading Questions	20%	Each week students are required to complete short content and reflective questions on the readings they are assigned. Questions must be completed by the Wednesday of the week the readings will be discussed. Correct and on time responses will be graded as "Complete."
Discussions	30%	Every week, students will be engaged in an online discussion about the content. The purpose of these discussions to help facilitate thoughtful deliberation of the course material. Guiding questions will be provided either by a discussion leader or the professor.
Discussion Leadership	5%	In the opening two weeks, students will be asked to choose a week in which they will be responsible for leading the discussion. Students will be expected to offer a few salient comments on the reading(s) and then provide two questions that help us to dig deeper into the material.

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## 8. Grading Scheme

Below you will find general descriptions of the grades offered in this course. Note that final grades are imported directly from Webcourses and will not be rounded.

A	90% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
B	80% – < 90%	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.
C	70% - < 80%	Average, meets minimum expectations and satisfies course requirements.
D	60% - < 70%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
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 Policy**

All assignments are expected to be completed on time. No late posts will be accepted on discussions or collaborative assignments. Individual submissions may be completed for up to 3 days after the due date with a penalty of 10% per day.

### **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. \(Links to an external site.\)](#)[Links to an external site.](#)

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)[Links to an external site.](#)".

### **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](mailto: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](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](http://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 \(Links to an external site.\)](#) [Links to an external site.](#)

## **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.

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