



University of Central Florida

HUM 4394 Place and Space

Instructor: Bruce Janz

Time: Tuesday 6 pm – 8:50 pm

Phone: 407-823-2273

Course Web Page & Fine Print: Webcourses

Office Hours: TBA - see course web page

Prerequisites: None

Term: Fall 2018

Room: PSY 228B

Credits: 3

Section: 0001

Course Number: 91188

Office: Psychology 225

Email: bruce.janz@ucf.edu

This course will examine different disciplinary approaches to the representation and experience of place and space. We will consider physicalist, romantic, phenomenological, structural, constructivist, and determinist versions of place (and the hybrids between them and their critiques), various historical and contemporary versions of space, the ways in which place is represented and constructed in literature, art, architecture, urban planning and cartography, geography, GIS, and other areas, as well as the relationships between place, politics, globalization, and identity. We will also discuss the concept of "sense of place", the attachment people feel to particular places, the loss of place, and explore the ways that students succeed or struggle to make sense of their own places. The goal of the course will be to equip students to use spatial/platial analysis in a range of disciplines, and critically evaluate and use quantitative, qualitative, and theoretical approaches to these issues.

Required Texts:

1. Tim Cresswell, *Place: A Short Introduction*. Oxford: Wiley-Blackwell Publishing, 2014. ISBN: 9780470655627
2. Dylan Trigg, *Topophobia: A Phenomenology of Anxiety*. London: Bloomsbury Press, 2017. ISBN: 9781474283236
3. One text of your choice relevant to place & space and your discipline.
4. Other assigned readings listed online (in Webcourses or elsewhere) or in the library, or indicated in the syllabus, including:
 - a. Janz, Bruce, "Walls and Borders," *City & Community* 4:1 March 2005, pp. 87-94.

- b. Janz, Bruce, "Virtual Place and Virtualized Place" in Erik Champion, ed., *The Phenomenology of Real and Virtual Places*. Routledge, 2019: 60-75.
- c. Locke, John, "Of Simple Modes of Space" from *An Essay Concerning Human Understanding*
- d. Kant, Immanuel, *Critique of Pure Reason*, Unified Edition, Translated by Werner Pluhar. Indianapolis: Hackett Publishing Co. First edition: 1781. Second edition: 1789. Translation: 1996: 76-84.
- e. Heidegger, Martin. "Building Dwelling Thinking" in *Poetry, Language, Thought*. Translated by Albert Hofstadter. Harper and Row, 1971: 145-161.
- f. Lefebvre, Henri. *The Production of Space*. Trans. Donald Nicholson-Smith. Oxford: Blackwell, 1991: 26-53.
- g. Foucault, Michel. "Questions on Geography" and "The Eye of Power" from *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. NY: Pantheon Books, 1980.
- h. Foucault, Michel. "Of Other Spaces" in *Diacritics* 16 (Spring 1986), 22-27.
- i. Massey, Doreen. "A Global Sense of Place" from *Space, Place, and Gender*. Minneapolis: University of Minnesota Press, 1994.
- j. Gibson, James. "The Theory of Affordances" in *The Ecological Approach to Visual Perception*. New York: Psychology Press, 1986, 2015.
- k. McConnell, Daniel & Stephen Fiore, "A Place for James J. Gibson" in Bruce B. Janz, ed., *Place, Space and Hermeneutics*. Springer, 2017: 261-274.
- l. Cronon, William, "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature" *Environmental History* 1:1 (Jan., 1996): 7-28.
- m. Deleuze, Gilles & Felix Guattari, "Rhizome vs. Trees" in Constantin Boundas, ed., *The Deleuze Reader*. New York: Columbia University Press, 1993: 35-44.
- n. Wise, J. Macgregor, "Home: Territory and Identity," *Cultural Studies*, 14:2: 295-310.

Suggested Texts:

1. Bruce B. Janz, ed., *Place, Space and Hermeneutics*. Springer, 2017. ISBN: 9783319522128 (borrow, don't buy – expensive)
2. Jeremy W. Crampton, *Mapping: A Critical Introduction to Cartography and GIS*. Wiley-Blackwell, 2010. ISBN: 9781405121736
3. Judith Halberstam, *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. New York: New York University Press, 2005. ISBN: 9780814735855
4. Phil Hubbard and Rob Kitchin, *Key Thinkers on Space and Place, 2nd Ed.* London: SAGE Publications, 2011. ISBN: 9781849201025

Requirements

PLACE REVIEW (25%, due in class, week 5): You should choose a place, either one you are familiar with or one which you are willing to become familiar with. You should apply one or more of the theorists we discuss in the course to that place, to make its meaning apparent. By this, I mean that you should make clear the ways in which the place is both explicitly and implicitly significant for those who experience it. Your review must discuss both what and how the place means, and/or how it fails to mean (or has lost meaning). This project must draw on theorists we use, or others who you discuss with me - otherwise, it is very difficult to grade (it could simply be subjective opinion, rather than academic analysis). You will likely need to represent the place as well. This could be done in a variety of ways - visually (photographs, video, website production, etc.) or textually (descriptively, creatively, etc.). The best reviews will be well written and well organized, clear in thesis and tools of analysis, and will bring a concrete academic understanding of the place to the foreground. The review should be ~1500 words.

TEXT REVIEW (15% of final grade, due in class, week 8): One text for the course is a book chosen by you, and is related to your major or another interest. For this assignment, I am asking you to do a book review of 750-1000 words, which lays out the central argument, idea, or approach of the book and evaluates it in relation to other work we have read during this term.

TERM PAPER (30%, final version due last day of classes): This is a traditional academic thesis defence paper. All topics must be cleared in advance. We will discuss topics and format in class. There will be a brief class presentation of your paper on the final day of class, before the due date. This will give you a chance to discuss your work, take students' comments into account and produce a better paper. The final version of the paper will be due one week after you do your presentation. The paper should be ~2500 words.

There is another option to doing a term paper, which is to do a digital project. This option would still require a brief discussion of the methods and results, but the bulk of the work here would be on executing at least a prototype of a digital study which used some elements of the course in analyzing place and/or space. It is not enough to simply analyze a place, you would need to clearly show how some understanding of place or space sheds light on activity, experience, or phenomena. This option would also have the opportunity in the final class of presenting a brief overview to everyone and using the discussion to improve the final product.

If you have another idea for a project other than a paper or a digital project, please let me know. I am open to other possibilities. Keep in mind, though, that the project must be clearly related to the material in the course, it must demonstrate your analytic and reflective abilities, and it must be gradable by me, that is, it must be something in which we can tell the difference between better and worse and I need to have the background to be able to know that.

FINAL EXAM: 30% of the grade will be based on the final exam. It will be a take-home final, and will be due no later than the final exam time as listed in the official university schedule. This can be uploaded in Webcourses.

Grade Distribution: I will record the assignment grades based on the percentage of the course grade during the term (that is, the final exam will be recorded as a grade out of 30, although it may be marked out of another number). The letter grade will be calculated only at the end of the course, based on full course grade. The distribution will be as follows:

A: 93-100	B: 83-86	C: 70-76	D: 63-66
A-: 90-92	B-: 80-82	C-: Does not exist	D-: 60-62
B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59

Schedule: Place and Space

There will be readings from the reading package and the website for each of these sections. The topics in each part are meant to give a general idea of subjects associated with the larger concepts of place and space studies. The reading schedule is available online. This schedule is subject to change, if we have guest speakers or other unanticipated events.

Week	Class Date	Class	Readings
1	Aug 21	Intro; Space vs. place; disciplinary uses and variations; Quantitative, Qualitative, Theoretical; 7 approaches to place; questions about place and space	Cresswell ch. 1, 2; Janz 2005
2	Aug 28	Physicalism: Representing space; maps, charts, GIS, GPS History of space in philosophy History of space in the sciences	Locke, Kant
3	Sept 4	Physicalism: Representing Place and Space in the digital world What about space and the non-physical? Virtual and virtualized space	Janz 2019
4	Sept 11	Romanticism: Landscape, inner and outer; Painting; Transcendence and	

		place: Utopias, dystopias; Spirit of place	
5	Sept 18	Romanticism: Dark side of place – horror; Cinematic place; Place and affect	Trigg ch. 1-2
6	Sept 25	Phenomenology: Heidegger; dwelling; Embodiment; Merleau-Ponty; Hermeneutics	Heidegger
7	Oct 2	Symbolic/Structural: Foucault; de Certeau; Bourdieu; Domestic space; Public space; Gendered space; History of mapping and correlations	Foucault; Cresswell ch. 4; Massey
8	Oct 9	Symbolic/Structural: Globalization; networks; flows; migration; Digital and virtual place	Cresswell ch. 3, 5
9	Oct 16	Social Constructivist: Lefebvre; Harvey; Land claims & colonialism.	Lefebvre
10	Oct 23	Social Constructivist: Spaces as created by social forces and group practices; The Urban landscape; Memorials, monuments	Cresswell ch. 6
11	Oct 30	Phenomenology: Anxieties of Place	Trigg ch. 3-5
12	Nov 6	Psychological: Gibson and affordances; Cognition and place/space; Place, space, and time	McConnell & Fiore; Gibson
13	Nov 13	Psychological: Environmental psychology; Wilderness as (non)place	Cronon
14	Nov 20	Against Representation: Place and space as de/re/territorialization and rhizome	Wise; Deleuze
15	Nov 27	Final projects	
16	Tues. Dec 4, 7-9:50 pm	Final Exam Date	X

The Fine (but Important) Print Fall 2018 Edition

This document is considered part of all syllabi in all my classes. This document was originally set up for face to face courses. Some of what is here is relevant to a web course, and some is not. I will note below where there is a deviation from a F2F format.

STANDARDS FOR PAPERS

For W course students: Obviously, your work will be turned in electronically. Please pay attention to formatting issues, though.

I expect papers and take-home exams to be typewritten, in essay form (that is, not point form). They should be in 12 point Times New Roman font, with one inch margins, and double-spaced. Pages must be numbered, and the paper should be single-sided (that is, do not use both sides of the sheet of paper when printing). There should be a title page which includes the title of the paper, the name of the author, the date, the course, and the name of the professor. **DO NOT** put the paper in a folder, binder or plastic sleeve. I will be taking grammar, spelling, and structure into account – good ideas cannot be communicated with poor form. If the grammar or structure in a paper is severely flawed, I reserve the right to give a paper back to the student for revision without a grade (or with a reduction in grade), or fail the paper. As for citation style, I will be using the MLA format. For citing electronic sources in MLA, check the library's resources pages. I am open to other recognized formats (e.g., Chicago, Turabian), but whatever format you use must be used consistently. Note that the library has obtained a site license for a number of good citation programs, such as Endnote and ProCite, which can aid in proper citation form. See the library's home page for these. For information on documentation styles, see http://www.uwc.ucf.edu/Writing%20Resources/writing_resources_home.htm#documentation

ELECTRONIC SUBMISSION OF PAPERS

Some professors do not allow electronic submissions; I, on the other hand, generally prefer it for most assignments. It should be uploaded to the relevant assignment in Webcourses, or if the course does not have that sent to bruce.janz@ucf.edu as an attachment. For fully online courses, submit papers in Webcourses, in the relevant assignment link. The paper must appear identical to how it would look if you were to hand it in as a physical document (in other words, with a title page at the beginning and reference list at the end), as a single file. You will receive typed comments on the paper, and it will be returned electronically in the same format as it was sent. Do not include .exe or .scr files or anything that might contain a virus, and please scan your document with a virus program before you send it. For non-online courses, send the paper from your Knightsmail account, and please identify yourself and the course in the subject line of the message (e.g., "<Your Name>, <Paper title> for <course name and number>"). I will likely rename the paper in the following format: "lastname, firstinitial - short paper name". Please make sure as well that I can reach you at the email address that you use to send the paper, in case the file does not open. **NOTE:** You will receive a return email from me when you send your paper in, unless it is uploaded to Webcourses, in which case there is a record of submission already. If you do not receive an email, please assume that the paper was not received, and try contacting me again. If you do not receive confirmation, the paper may not have arrived, and so you will not receive a grade for it. The only proof that I received a paper is an email response from me. Claiming later that you sent it is not good enough, because I don't know whether you

really did or not.

- *Why should I submit my paper electronically?* You will likely receive more extensive comments, as I can type faster than I can write. You may receive the paper back faster, as I often return electronic papers before class. Drawback: I cannot record a grade on a paper sent by email (see below). You will still have to find out your grade in class, or through Webcourses.
- *Is electronic submission acceptable for all assignments?* Almost all, but in some cases it may not be. In non-W courses, take-home finals, for instance, will likely need a hard copy to be submitted (although electronic submissions may be acceptable in addition to the hard copy). Generally I will say if it is acceptable - if in doubt, please ask.
- *Which formats are acceptable?* It needs to be in Microsoft Word (any version up to the current, .doc, docx), Adobe Acrobat (.pdf), Rich Text Format (.rtf), WordPerfect (.wpd), OpenOffice (.Opd) or LibreOffice (.odt). It will be read on a Windows PC system, which may cause problems for papers written on Macs. Please make sure that your paper actually opens on a Windows system. I will not download another word processor and install it in order to read your paper. If you send the paper in pdf format (Adobe Acrobat), I will make comments using the comment tag feature.
- *Can I send multiple files with, say, a title page, body of text, notes, bibliography, images?* No, please don't. Please send only one document for an assignment. If you can't get the page number to work (that is, the title page gets numbered), I'd rather have one document with the title page numbered than multiple documents.
- *How do I know that my paper arrived?* I will respond to your email containing your paper once I have determined that the file opens. If you don't receive an email from me within a day or so, check that the paper arrived. Email is notoriously unreliable, and it is possible that something went wrong. If you submit in Webcourses, there is a record of the submission and there should be no problem.
- *Why can't I read the returned paper?* It may be that you use Microsoft Works, instead of Microsoft Word. These programs may not be compatible. The paper should be sent in Microsoft Word, not Works. You may be able to install a document converter - see your program documentation.
- *The file opens but I can't read the comments. What do I do?* If you sent the paper in Microsoft Word, I will use the "Comments" function and the "Track Changes" option. If the program opens, but you don't see any comments, bring up the "Reviewing" toolbar (right-click on your toolbar at the top, and when you see a list of options for toolbars, make sure the "reviewing" toolbar is checked). Look for a tab marked "show", and click it. Underneath you will see several options. Make sure "Comments" and "Insertions and Deletions" at least are marked (the others wouldn't hurt, either). Please use the program that you used originally - comments may not be readable if made in one word processor and read in another.
- *There are comments in Webcourses in video form! What do I do?* Watch them. If you really don't want your comments in video, let me know and I'll try to remember to give you written comments. However, sometimes I use a video response to a paper because I find I can communicate more about the work, what's good, how it can be improved, what else might be interesting to look at. Plus, written comments can come across as more harsh than I intend sometimes, so this is a way to more clearly communicate.
- *How about papers that are supposed to be uploaded to a wiki?* None of this applies. See below for information on wikis.

- *Where's my grade?* See below on the communication of grades.
- *Can I fax my paper to the department instead?* Sorry, the department has a policy of not accepting faxes of assignments from students.

WRITING HELP

The University Writing Center (UWC) is a free resource for UCF students. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by the first floor of Trevor Colbourn Hall, or call (407) 823-2197.

ATTENDANCE, ABSENCES FROM CLASS AND FROM EXAMS, AND LATE ARRIVALS

Obviously, for a W course attendance doesn't usually mean the same as it does for a F2F course. However, work should still be done on the course schedule, and some of the issues below will still apply to the W situation. I will, of course, take legitimate medical reasons into account. Please note that in the case of some W courses, there may be a synchronous component. There may be times when the class will need to be online at the same time. In these situations, these requirements should be observed by all students. At the same time, I also recognize that W courses do not have a time assigned when people sign up, and so it is possible that at least some of the time another class could be scheduled when the online synchronous component is scheduled. Please contact me in cases like this.

I expect students to be in every class, on time. Classes are absolutely essential to success in the course. If you cannot be at a class, let me know before-hand. I reserve the right to not accept assignments from students either if attendance has been a problem, or if a paper is seriously late without a legitimate (in my opinion) reason. This includes any paper or graded activity in the course, including the final paper and the final exam. I will only inflict this measure after having given a warning; however, if you simply never come to class, do not expect to get much sympathy at the end of the term when you want to hand in assignments. PLEASE NOTE: Specific classes may have other attendance requirements. Please see the syllabus.

Generally, I adhere to the list of university approved reasons for absence. The following is an expansion on some of those points.

- **Job Conflict:** I have very little sympathy for those who tell me that their job got in the way of coming to class. If you are unable to attend a class regularly due to a job, please drop the course and take it in a term when you can come. Occasional conflicts are understandable, but regular ones indicate that you should be taking the class in another term. I do understand that many or most of you need to work while going to school, and I have no problem with that - but at the same time, your courses do need to have the attention they deserve, which includes attendance.
- **Other School Activities:** I understand that occasionally other school activities may get in the way of class (e.g., team trips, drama rehearsals, etc.) These should be kept to a minimum - this is a courtesy on my part to you and to the coach/director, and my patience will run thin if it becomes a regular occurrence. As with jobs, if you anticipate a regular absence from the course, please drop the course and take it in a future term,

when you do not have a conflict.

- **Illness:** Absences due to illness will require some evidence, such as a doctor's note.
- **Late Arrivals to Class:** Arriving late disrupts the class. Please arrive on time. If you can only make it to class very late (like, halfway through or more), please don't come in at all.
- **Absence from Exams/Make-up Exams:** The university list of approved reasons for absence applies here. I discourage make-up or rescheduled exams, as they tend not to be fair to the whole class, but I recognize that there are circumstances that are unavoidable. It is important to talk to me beforehand. I will not change final exam dates simply to accommodate travel schedules or job requirements. I am especially unsympathetic if someone buys a plane ticket first, and comes to me later saying that I have to change an exam date to accommodate it. If there are other reasons that you think might be legitimate, please see me. Remember, I have to ensure fairness for the entire class, and I also have to ensure that questions do not leak out to the rest of the class prior to the scheduled exam. The final exam date is known from the first day of the course - please choose your courses with that knowledge from the beginning.
- **Chronic Absence:** There may come a time that, even with the best of reasons, a student may have too many absences to be able to finish the course. If you miss a month of the course due to illness or some other reason, you should consider withdrawing from it. It is possible, with the permission of the instructor and the college, to have a late withdrawal, in extreme circumstances such as illness or a death in the family. Do not be surprised if I ask you to withdraw if you have missed a large number of classes. It is better than failing a course, which will almost certainly occur for someone who has not been part of the classroom work. Assessment on exams and papers heavily privileges those who have been in class regularly and done the reading.

There is another reason to be in class on time. I consider the syllabus, the class, and this "Fine Print" document to be the official record for the course. If I announce something in class, I assume that everyone has heard it. If the class location changes for a given day, for instance, I may only announce that in class. If you miss a class, it is up to you to find out what is happening. I will not repeat instructions that were given in the official class time, nor will I deliver lectures over again if a person missed the class or was late. If you miss the day when we discuss an upcoming exam, it is up to you to find out what happened from someone in the class.

If you are in an online (W) course, please realize that I can see how much time you've spent on the course. This is the rough equivalent of attendance. It may not receive a grade, but if we reach the end of the term and you think that your grade is not what you want, but I can see that you've only spent 7 hours in the course for the entire term (yes, that happens), I will likely not be too sympathetic. Remember, if this were a F2F course, you would be in class $15 \times 3 = 45$ hours, plus the hours spent outside of class doing the readings, doing assignments, etc. Online courses are not meant to be easier, they are meant to be more convenient, and if I can see that you haven't been taking that seriously, I will not likely be too sympathetic to your pleas about a low grade.

The bottom line is this: I am happy and willing to work with you if you show the respect of coming to class on time and participating. If, however, you don't bother to come, you haven't pulled your weight, and I see no reason to make up for your lack of commitment to the class. So, take it seriously.

LATE PAPERS

On late papers in general: The due dates are firm. There will be penalties for late papers. If there is a legitimate reason for a paper being late, I am willing to consider it and waive the late penalty. Unacceptable reasons include:

- "I had too much work" (you could have started earlier)
- "My computer deleted my file" (make back-ups)
- "I'm on a team and we were away" (work that out with your coach, not me)
- "I couldn't think of a topic" (come & see me early)
- "I just procrastinated - it's a problem for me" (if you know this is a problem, plan ahead to deal with it)

This, of course, does not exhaust the list of reasons that will not succeed. Plan ahead, and save yourself problems. Having said that, I recognize that there will sometimes be factors beyond a person's control. I will deal with these cases on an individual basis. Giving an extension in one case in no way obligates me to do it in others. The most successful appeal will a) have an argument for why an extension is justified, and b) tell me how the assignment will be made better by the extension.

I will be especially unwilling to help anyone who has just not come to class for a substantial amount of time, and then wants to catch up by doing papers later. If you cannot come to class and participate, please drop the course and take it again in a term when you can give it your attention.

DIGITAL TOOLS

In a number of my courses, we will be using a variety of digital tools to augment and enhance the course. These could include wikis, blogs, course delivery software such as Canvas (local name: Webcourses), or some other tool. Some of these may require you to set up a login. This is part of the course. While the use of these tools will assume that you have a functioning computer with basic software on it, in some cases more sophisticated software might be required. I will try to let you know which tools we are using at the beginning of the course, so that you can prepare yourself. If the software needs to be purchased, this will be included in the list of required textbooks.

Working with Wikis: Often I will ask you to upload a paper or other material to the wiki. I will make comments in the comment window on such papers, but I will not put grades on the wiki. Everyone in the class can see these pages, and so grades will not be recorded there. For information on working with a wiki, go to this page.

Live broadcasts/webcasts: There will be some courses that could have live webcasts involved. These will be timed, as much as possible, to coincide with class, but sometimes that is impossible. When these webcasts will be included, I will make every effort to let you know right from the beginning of term that they are happening.

COMMUNICATION OF GRADES

Grade reporting to students will happen through Webcourses, in all modalities of course. The university follows the national FERPA (Family Educational Rights and Privacy Act) code, which does not allow the communication of grades to a student by email (including embedding them in

documents, which means they cannot be placed on a paper emailed to me), or by posting them outside a professor's door. This is a confidentiality issue. Please do not ask me for your grade by email outside of Webcourses - by law I cannot send it.

GENERAL COMMUNICATION WITH STUDENTS

For W courses - contact me through Webcourses. The comments below on the speed of my response still hold, though - you will need to give me time to respond.

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of Fall 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See <https://extranet.cst.ucf.edu/KMailSelfSvc/FAQ/> for further information.

I will not expect you to answer an email from me on a weekend or holiday, and you shouldn't expect that from me either. Generally, you can expect a response within two school days.

INCOMPLETES

I will only give an incomplete in very rare and unique circumstances. Simply not having time to finish work during the term is not a sufficient reason. Even medical reasons may not be enough - medical withdrawal from the course is a preferable option in many cases (if medical withdrawal is to be taken, it needs to be taken from all courses in a given term). So, please do not take on too much in a term, thinking that it will be easy to get an incomplete and then finish the work later. Incompletes will require documented evidence from the student. Please note as well: Incomplete grade automatically revert to F's one year from the end of the course in question.

ACADEMIC HONESTY

As with all matters of student conduct, academic honesty is governed by the "Golden Rule". We will discuss the nature of academic honesty in class, but a note here is warranted. Basically, your work should be your own and original to this class, and when you are drawing on the words, images, or ideas of others, this should be properly noted. What must be avoided?

- Handing in an identical (or substantially similar) paper to another person in the class.
- Using a paper from another student (e.g., a former student, or a paper from an internet paper mill), including a former student in the course you are taking with me.
- Using any information from a book or an internet site without proper referencing.
- Handing in work that you previously submitted for a grade in another class, or are simultaneously submitting to another class, without discussing it first with the professor. This includes excerpts of your own writing that you cut and paste or reformat into a new paper. If you plan to use anything at all that has previously received a grade or is being submitted for another grade, you need to discuss it with the professor in advance - it may be possible to do so, but only with prior discussion. There are rare cases when a student will be allowed to write a single paper for two courses, if the material is relevant and if both professors agree to it in advance, but the paper is usually expected to be more ambitious and more extensive.
- If you read this far, send me a picture of your favorite place to bruce.janz@ucf.edu. You'll

be confirming for me that you read the syllabus by doing that.

The university writing center has many useful handouts on writing, including handouts on properly handling citations. If you have any question about how to properly complete an assignment, please see me. On occasion I may submit student papers (or ask students to submit them) to Ithenticate.com, a website that checks for plagiarism. Papers submitted to that site become part of their database. Submitting a paper in this course gives consent for your paper to be added to their database.

COURSE ACCESSIBILITY

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 Student Accessibility Services at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116.

FINANCIAL AID REPORTING

All faculty 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 Module 1 Quiz 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. You need to establish that you are attending the course whether or not you have financial aid, so please do the quiz.

CONTROVERSIAL CONTENT

Many of my courses deal with issues in contemporary culture. Occasionally, there may be controversial content - concepts, images, opinions - that we will consider. If you feel uncomfortable with this, please let me know and we can try to make accommodations, but everyone should be aware that the nature of the humanities, philosophy, and religious studies is to consider a wide range of ideas and images, some of which will be offensive to some people. The goal is not to endorse these ideas, but to understand and analyze them. I do not give specific trigger warnings - I want a classroom that is sensitive to the histories and current situation of individuals and the groups they belong to, but I also want a free exchange of ideas and the ability to explore difficult things. Academic freedom extends to everyone in the class, but so does academic responsibility and compassion.

DROP & WITHDRAWAL

It is the student's responsibility to drop or withdraw from the course if there is an unavoidable conflict or if the need should arise for another reason. Students who fail to drop before the deadline established in the curriculum catalogue will receive an F for the course. For Fall 2018 the drop/swap deadline is 11:59 p.m., Thursday, August 23. The Add Deadline is Friday August 24 at 11:59 pm. The withdrawal deadline is 11:59 pm on Friday, Oct. 26. All dates relevant to the fall term are available in the academic calendar, available at <http://calendar.ucf.edu/2018/fall>.