

HUM 4931-0001: KEY FIGURES IN HUMANITIES AND CULTURAL STUDIES

T&TH: 1:30 – 2:45pm

Zoom/Class Meeting ID: 914 3992 2654

Zoom/Class Meeting Passcode: 3f493f

Fall 2020

Instructor: Dr. Christian Ravela

Email: christian.ravela@ucf.edu

Zoom/Office Meeting ID: 959 9562 0872

Zoom/Office Passcode: 9w0881

Office Hours: Wednesday 11:30-12:30pm or by appointment

COURSE DESCRIPTION:

This course explores the work of Stuart Hall, a foundational figure in the field of Cultural Studies but whose impact has been felt across a number of scholarly fields including: Ethnic Studies, Sociology, Anthropology, Communication, and Literary Studies, to name a few. Pursuing a non-reductionist and contingent mode of historical materialist analysis, Hall's work has centered on questions about culture, politics, and theory that have shaped the debates around: identity and difference; race and capitalism; globalization, nationalism, and diaspora; and neoliberalism. To explore these theories and debates, the course is scaffolded into 6 units: Stuart Hall and the Project of Cultural Studies, Stuart Hall's Theoretical Interventions, Stuart Hall Key Concepts, Stuart Hall's Theory in Action #1: *Resistance through Ritual*, Stuart Hall's Theory in Action #2: *Policing the Crisis*, and Reflecting on Stuart Hall's Theory. Ultimately, this course hopes to provide a sense of both the breadth and nuances of Stuart Hall's theoretical project.

STUDENT LEARNING GOALS

- Understand and Clarify Stuart Hall's Political and Intellectual Project
- Understand and Clarify Stuart Hall's Central Theoretical Interventions
- Understand and Clarify Key Concepts of Stuart Hall
- Recognize a Cultural Studies Analysis and Identifying its Underlying Theories and Methodologies
- Communicate the Continuities and Shifts in the Writing and Thoughts of Stuart Hall
- Draw upon Stuart Hall's Key Concepts, Theories and Methods to Develop Student Research

REQUIRED TEXTS & MATERIALS

Required Books:

- Stuart Hall – *Cultural Studies 1983*
- Stuart Hall & Tony Jefferson ed.– *Resistance through Rituals: Youth Subculture in Post-War Britain*
- Stuart Hall et al. – *Policing the Crisis: Mugging, the State, and Law and Order*

Electronic Readings:

- Stuart Hall – “Cultural Studies and its Theoretical Legacies”
- Stuart Hall – “Race, Articulation, and Societies Structure in Dominance”
- Stuart Hall – “Gramsci's Relevance for the Study of Race and Ethnicity”
- Marta Harnecker – “Mode of Production, Social Formation, and Political Conjuncture”
- Jennifer Daryl Slack – “The theory and method of articulation in cultural studies”

Required Course Supplies:

- Laptop/Computer
- Webcam and Mic
- Microsoft Office (Free for UCF students)
- Zoom Account (Free for UCF students)

REQUIRED WORK & GRADING

University Required Work (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will be graded instead but will have **NO** impact on your overall grade in the course.

Discussion Board (25%)

To focus your reading and prepare for class discussion, you will be doing a weekly discussion board that requires both an initial post and a reply post. For the initial post, you must both address the week's discussion prompt and pose a discussion question of your own. For the reply post, you will need to respond to a classmate's post on the week's discussion prompt or the classmate's discussion question. With the exception of Week 14 (Nov. 23rd-Nov 27th), the schedule for posting on the discussion board will be exactly the same each week—the initial post must be completed by 11:59pm every Tuesday while the reply post must be completed by 11:59pm every Wednesday.

These posts will be evaluated for the timeliness, thoroughness, and thoughtfulness of the post on a 4-point scale. A descriptive rubric will be provided. However, posts can potentially receive a 5 point score if it clearly excels in thoroughness and thoughtfulness.

Theory Essays (12.5% each = 25% total)

Twice in the semester, you will write a medium length, formal academic essay (minimum of 1250 words) that asks you to both unpack the specificity and nuances of a concept from Stuart's Hall's theory and explains its significance in light of the project of Cultural Studies. The subject of this essay is up to you; however, you will be given several questions that can prompt and focus your essay. No outside research is necessary for this essay instead you will need to utilize course readings to develop and justify your argument on Hall's theory. You will receive written feedback on each essay and given the opportunity to revise and resubmit each one for a higher grade (see assignment policies on feedback and revision below).

This assignment will be assessed on the following criteria: 1) the specificity and comprehensive by which you lay out a claim in the introduction, 2) the quality and originality of your ideas, 3) rhetorical effectiveness of integrating the readings to develop and justify your argument, 4) thoughtfulness by which you conclude your argument, 5) effectiveness of the argument's organization and clarity, and 6) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

WWSHS: What Would Stuart Hall Say? Podcast Project (25%)

Perhaps one of the central contribution of Stuart Hall's theoretical work has been to develop an analytic to understand the practices of culture as a political force that articulates the contradictory social and material forces that compose a social formation within a specific historical conjuncture. Or put more simply, he provides a political theory of culture that contextualize its operations within a time and place.

This group project is your opportunity to utilize Hall's theory to make sense of a contemporary cultural

phenomenon. (Remember Hall has an expansive notion of “culture” that exceed the generic boundaries of expressive cultural practices like film, music, television, literature to such mundane cultural practices as newspaper writing and more). Thus, this group project asks you to create a discussion podcast that addresses “What Would Stuart Hall Say” about a contemporary cultural phenomenon of your group’s choosing. What theoretical concepts would he draw upon to understand the cultural phenomenon? What insights would he make about it? How would he historically situate it? What questions would he ask about it? How would he respond to other people’s insights about it?

A formal assignment prompt with evaluation rubrics will be provided in the semester. But briefly, to complete this group project, you will need to complete several tasks that will be done either individually or collectively. These tasks are:

- **Collaboration Contract** (Group): As a group project, collaboration is fundamental to success, especially when contact is done virtually. Thus, your group will need to create a collaboration contract that lays expectations for how the group will work together on the project. What constitutes a meaningful contribution to the ideas of the project? How will the member communicate with each other? Text message? Email? When should a member expect replies from emails? How often will the group members meet (virtually)? What roles will each member play in the group? Will someone always take notes? Will someone be the spokesperson to the teacher? Etc. These are the kind of questions that need to be hashed out and agreed to by all members. After completing and signing the contract, the document will serve as a rubric for evaluating the performance of every member in the group.
- **Briefly Annotated Bibliography of Research** (Group): Before your group can created a focused and thoughtful discussion podcast, you will need to do some research about your contemporary cultural phenomenon. This briefly annotated bibliography documents that research process. It will list 5-8 legitimate sources that will be briefly annotated by summarizing the main ideas of each source. Academic, government, journalistic, and certain internet sources (ask me about specific ones) count as legitimate. I do not require a specific manual of style listing out the bibliographic information of the source. Your group will need to simply list out the title of the source and information on how to access the source (i.e. an internet link for online sources or title of journal with volume and edition information)
- **Pre-Discussion Write-Up** (Individual): After reading through the research, each group member will need to process and reflect on that information as preparation for recording the discussion podcast. This pre-discussion write-up is your opportunity to process that information and develop some initial insights and questions. Though this write-up will be relatively informal, it will need to be 2-3 pages and address these questions:
 - What is the basic information about the cultural phenomenon based on your research?
 - What are the most relevant theoretical concepts from Stuart Hall to understand it?
 - Given those concepts, what are some points that Stuart Hall might raise?
 - What questions may Hall raise about the phenomenon?
- **Podcast Episode Script Structure** (Group): Remember a good discussion podcast still has some structure to it. Thus, your group will need to create a script to provide some structure to the discussion. Who will act as the host to the discussion? How will you introduce the topic? What will be the particular discussion questions that you want the group to work through? How do you want to conclude the podcast? See here for an example script: <https://www.voices.com/blog/planning-your-podcast/>

- **Discussion Recording** (Group): Your group will need to create a 10-15 discussion podcast that discusses a contemporary cultural phenomenon through the theoretical framework of Stuart Hall (i.e. What Would Stuart Hall Say?). The discussion podcast should be focused and well structured.
- **Post-Discussion Reflection** (Individual): After completing the podcast, each group member will need to write a 1-2 page reflection on the discussion. The reflection should focus on the following questions:
 - What are new insights/ideas about the cultural phenomenon were spurred by the discussion?
 - What are new insights/ideas about Stuart Hall's theory were spurred by the discussion?
- **Group Member Evaluation** (Individual): To ensure accountability with all members in the group, every member will evaluate each person in the group (including themselves) on their contribution to the success of the group project. To do so, you will need to score each person (including yourself) from 0 to 30 and then provide an explanation of the score based upon your group's collaboration contract. For the most part, the average of the scores will determine a member's score in this category. However, if reports of a member's contribution are wildly discrepant, then I will determine the score myself from the reports.

Midterm Exam (10%)

This midterm will be held virtually through webcourses and cover course material from the first half of the class. The midterm will most likely be composed of multiple choice questions, identifications, and short answer responses. The midterm will be open book(s) and open notes. You will be given a study guide for preparation.

Cumulative Final Exam (15%)

This final will be held virtually through webcourses during our scheduled final exam period and cover course material from the entire semester. Like the midterm, the final will most likely be composed of multiple choice questions, identifications, and short answer responses. The final exam will be open book(s) and open notes. You will be given a study guide for preparation.

GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

Disclaimer: This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

ASSIGNMENT POLICIES

Paper Format:

All submitted papers, except for the final research paper, must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type in the upper right-hand corner of the first page (single spaced, please).

Late Work and Commenting Policy:

The two theory essays will receive formal written comments while the others will not. Discussion posts, midterms, and finals cannot be submitted late while the rest can be (e.g. theory essays and the components of the group project). If an assignment is submitted late, then it will be docked a full letter grade for every day it is late. However, after the fifth day (including weekends), the assignment will no longer be accepted. Also, I will not provide comments on any late assignments or incomplete assignments. However, you may come to my office hours for verbal feedback. Of course, exceptions will be made under extraordinary circumstances with written documentation.

Revision Policy:

For this class, you are given the option to revise both theory essays for a higher grade. However, you lose the right to revise these papers if they were submitted late or if they were incomplete at time of submission. These revised papers may be submitted to me at any time until the final day of instruction (12/04). If you do not submit a revision at that point, you forfeit your right to do so.

To submit a revised paper, you will also need to perform two other tasks on top of revisions. First, your revised draft must highlight all parts of the paper that have been changed from the previous one. You will also need to include the unrevised paper as well. Second, and most important, you will also need to draft a letter addressed to me that both identifies the revisions that you have made and explains how these revisions addresses the issues that I raise in my comments to your original paper. Without accomplishing these other tasks, I will not accept any revised submissions. These revised assignments can be submitted to me directly through email.

Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. 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.
2. 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.
3. 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.
4. Falsifying or misrepresenting the student's own academic work.
5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

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* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. 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>>.

Turnitin:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit www.turnitin.com.

COURSE POLICIES AND EXPECTATIONS

Communication:

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 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

Email Response:

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or during our zoom sessions.

Zoom Etiquette:

Many of the "rules of the road" that apply to conversations also apply to the use of interactive tools used in this course. Use the following conventions when interacting with the instructor and fellow students:

1. While using synchronous tools, such as Conferences or Zoom, situate yourself in a quiet, private environment. This will help you stay clear of disturbances.
2. If you want to send a personal message to the instructor or to another student, use Conversations rather than the Discussions.
3. Be patient. Don’t expect an immediate response when you post to a discussion or send a message.
4. Respect each other’s ideas, feelings, and experience.
5. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
6. Explore disagreements and support assertions with data and evidence.

Being Prepared for Class:

As a senior seminar, this class expects students to be far more proactive than in prior course. Class relies almost exclusively on class discussion while professor lectures will be significantly minimized. Thus, it is especially important for you have the assigned readings done before class so that you are prepared to participate in discussions.

Regarding COVID-19:

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification:

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness:

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Diversity and Inclusion:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to

support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

COURSE HARDWARE AND SOFTWARE REQUIREMENTS

Zoom:

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#)[Links to an external site.](#) [<https://cdl.ucf.edu/support/webcourses/zoom/>]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](#)[Links to an external site.](#) [<https://cdl.ucf.edu/support/webcourses/>] if you have any technical issues accessing Zoom.

Microsoft Word:

While you can get a lot of different softwares through UCF, since you will be turning your assignments in as Word documents for this class, you will want to make sure to have Word downloaded on your computer.

All UCF students get Microsoft Office for free by following these steps:

1. Visit the [Microsoft Office Student \(Links to an external site.\)](#) website and type in your UCF Knights email address.
2. Once you have created your account, visit your [Office 365 Home Page \(Links to an external site.\)](#) and select "Install Office" in the top right corner.
3. From the dropdown menu, select "Other Install Options."
4. Here, verify that you are downloading the correct version for either a Mac or a PC, and select "Install."
5. Follow all on-screen prompts.

You can also download Microsoft Word for free and see some step-by-step directions here -
> [https://it.ucf.edu/ucf-apps/Links to an external site.](https://it.ucf.edu/ucf-apps/Links%20to%20an%20external%20site)

You will need:

- Your NID (what you log in to Webcourses with)
- Your NID Password
- To download the Citrix Workspace (automatically launched when you click to Login to UCF Apps)

ACCOMMODATIONS

Accessibility Accommodations, Ferrell Commons 185, 407-823-2371, sas@ucf.edu

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4401.2MakeUpAssignmentsorAuthUnivEven>>

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/docu>>

RESOURCES AND OPPORTUNITIES

University Writing Center, Trevor Colbourn Hall 109, 407-823-2197, uwc@ucf.edu

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Student Academic Resource Center, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide’s physical location and review 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, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including 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 (<<https://youtu.be/NIKYajEx4pk>>).

CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

Week	Date	Reading & Work Due
Week 1	Introduction	
	Tuesday – 08/25	Zoom Class Meeting – EXTRA OFFICE HOURS Meet and Greet & Getting to Know Zoom Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 08/26	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday	Zoom Class Meeting

	- 08/27	
	Friday – 08/28	Complete: Syllabus Quiz by 11:59pm
Week 2	Unit #1: Stuart Hall and the Project of Cultural Studies	
	Tuesday – 09/01	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read: Stuart Hall - “Cultural Studies and its Theoretical Legacies” Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 09/02	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 09/03	Zoom Class Meeting
Week 3	Unit #2: Stuart Hall’s Theoretical Interventions	
	Tuesday – 09/08	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read: Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> • Lecture 1: The Formation of Cultural Studies • Lecture 2: Culturalism • Lecture 3: Structuralism Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 09/09	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 09/10	Zoom Class Meeting
Week 4	Tuesday – 09/15	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read and Discuss: Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> • Lecture 4: Rethinking the Base and Superstructure • Lecture 5: Marxist Structuralism • Lecture 6: Ideology and Ideological Struggle Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 09/16	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 09/17	Zoom Class Meeting
Week 5	Tuesday – 09/22	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read and Discuss: Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> • Lecture 7: Domination and Hegemony • Lecture 8: Culture, Resistance, and Struggle Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 09/23	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 09/24	Zoom Class Meeting
Week 6	Unit #3: Stuart Hall - Key Concepts	
		Social Formation and Conjuncture
	Tuesday – 09/29	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read:

		<ul style="list-style-type: none"> • Harnecker – “Mode of Production, Social Formation, and Political Conjuncture” • Hall – “Gramsci’s Relevance for the Study of Race and Ethnicity” <p>Submit: Initial Post to Discussion Board by 11:59pm</p>
	Wednesday – 09/30	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 10/01	Zoom Class Meeting
	Friday – 10/02	Submit: Short Theory Essay by 11:59pm
Week 7	Articulation and Discourse	
	Tuesday – 10/06	<p>NO Zoom Class Meeting – EXTRA OFFICE HOURS</p> <p>Read:</p> <ul style="list-style-type: none"> • Slack – “The theory and method of articulation in cultural studies” • Hall - “Race, Articulation, and Societies Structured in Dominance” <p>Submit: Initial Post to Discussion Board by 11:59pm</p>
	Wednesday – 10/07	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 10/08	Zoom Class Meeting
	Friday – 10/09	Complete: Midterm Exam by 11:59
Week 8	Unit #4: Stuart Hall’s Theory in Action #1 - <i>Resistance through Rituals</i>	
	Tuesday – 10/13	<p>NO Zoom Class Meeting – EXTRA OFFICE HOURS</p> <p>Read: Stuart Hall and Tony Jefferson – <i>Resistance through Ritual: Youth Subcultures in Post-War Britain</i></p> <ul style="list-style-type: none"> • Subculture, cultures and class <p>Submit: Initial Post to Discussion Board by 11:59pm</p>
	Wednesday – 10/14	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 10/15	Zoom Class Meeting
Week 9	Tuesday – 10/20	<p>NO Zoom Class Meeting – EXTRA OFFICE HOURS</p> <p>Read: Stuart Hall and Tony Jefferson – <i>Resistance through Ritual: Youth Subcultures in Post-War Britain</i></p> <ul style="list-style-type: none"> • Cultural responses of the Teds • The meaning of Mod • The Skinheads and the magical recovery of community • Communes <p>Submit: Initial Post to Discussion Board by 11:59pm</p>
	Wednesday – 10/21	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 10/22	Zoom Class Meeting
Week 10	Tuesday – 10/27	<p>NO Zoom Class Meeting – EXTRA OFFICE HOURS</p> <p>Read: Stuart Hall and Tony Jefferson – <i>Resistance through Ritual: Youth Subcultures in</i></p>

		<i>Post-War Britain</i> <ul style="list-style-type: none"> • Style • Consciousness of class and consciousness of generation • Girls and subcultures • A note on marginality • The politics of youth culture Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 10/28	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 10/29	Zoom Class Meeting
	Unit #5: Stuart Hall's Theory in Action #2: Policing the Crisis	
Week 11	Tuesday – 11/03	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read and Discuss: Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law & Order</i> <ul style="list-style-type: none"> • Introduction • The Social History of a Moral Panic • The Origins of Social Control • The Social Production of News • Balancing Accounts: Cashing in on Handsworth Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 11/04	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 11/05	Zoom Class Meeting
	Friday – 11/06	Submit: Short Theory Paper #2 Submit: Collaboration Contract
Week 12	Tuesday – 11/10	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read and Discuss: Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law & Order</i> <ul style="list-style-type: none"> • Orchestrating Public Opinion • Explanations and Ideologies of Crime • Crime, Law and the State Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 11/11	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 11/12	Zoom Class Meeting
	Friday – 11/13	Submit: Bibliography of Research
Week 13	Tuesday – 11/17	NO Zoom Class Meeting – EXTRA OFFICE HOURS Read and Discuss: Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law & Order</i> <ul style="list-style-type: none"> • The Law-and-Order Society: The Exhaustion of 'Consent' • The Law-and-Order Society: Towards the 'Exceptional State' Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday	Submit: Reply Post to Discussion Board by 11:59pm

	– 11/18	
	Thursday – 11/19	Zoom Class Meeting
	Friday – 11/20	Submit: Pre-Discussion Write-Up Submit: Podcast Episode Script Structure
Week 14	Monday – 11/23	Submit: Initial Post to Discussion Board by 11:59pm
	Tuesday – 11/24	Zoom Class Meeting Read and Discuss: Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law & Order</i> <ul style="list-style-type: none"> • The Politics of ‘Mugging’ • Afterwords Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 11/26	NO CLASS – Thanksgiving Break
Unit #6: Reflecting on Stuart Hall’s Theory		
Week 15	Tuesday – 12/01	NO Zoom Class Meeting – EXTRA OFFICE HOURS Submit: Initial Post to Discussion Board by 11:59pm
	Wednesday – 12/02	Submit: Reply Post to Discussion Board by 11:59pm
	Thursday – 12/03	Zoom Class Meeting
	Friday – 12/04	Submit: Discussion Recording Submit: Post-Discussion Reflection Submit: Optional Revisions to Short Theory Essays
Finals Week		
Week 16	Monday – 12/07	Submit: Group Member Assessment
	Tuesday – 12/08	Complete: Final Exam by 11:59pm