**EASTERN FLORIDA STATE COLLEGE**

**TITUSVILLE CAMPUS**

**Fall 2023**

# WHERE AND WHEN

# Class Humanities Special Topics

# Credits: 3

Semester**: (August 14 – December 8, 2023)**

|  |  |  |
| --- | --- | --- |
| Course | Day(s) and Time | Building /Room |
| HUM 2390 70T | Thurs 5:30 pm—8:10 pm | T-1, 130 |

**COMMUNICATING WITH ME**

**Instructor** Dr. Warren Jones

**Office T1-**126A

# Advisement Hours Feel free to stop in anytime; however, those who have appointments have precedence. Advising hours are in T1-126a

|  |  |  |
| --- | --- | --- |
| Monday | 12:15pm – 2:15pm | 3:30pm – 5:30pm |
| Tuesday |  | 3:30pm – 5:30pm |
| Wednesday | 12:15pm – 2:15pm | 3:30pm – 5:30pm |
| Thursday |  | 3:30pm – 5:30pm |

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**Telephone Number The telephone is not a substitute for seeing me during office hours**

**Only call if you need to set an appointment. 433-5077. DO NOT leave a phone message; instead, send an email.**

**Email** [jonesw@easternflorida.edu](mailto:jonesw@easternflorida.edu) Include name, Course name, section number. The only email to which I can respond is your titan account.

**ABOUT THE COURSE**

**Course Description** An interdisciplinary introduction to the humanities, representing one or more chosen themes, problems, or aspects of human existence. Course themes will be explored through the visual arts, performing arts, music, literature, philosophy, drama, and/or religion.

**Course Objective** This course centers on researching and forming an original thesis in a focus theme or narrative in Science fiction and/or Fantasy, writing and submitting an abstract to the PCA/ACA (Popular Culture Association/ American Culture Association), preparing an academic poster and presentation by exploring themes of community, identity, and *narrative*  (as well as other theories) that analyze stories from films, novels, graphic novels, and video games) and their literary infrastructures that reveal their role and place in popular culture sci-fi and fantasy.

Each week will be a combination of 1) assigned readings of academic papers and 2) other readings or films.

Format of class: Part Lecture, Part seminar–style. Without fulfilling the assignments before coming to class, this class cannot achieve its goals.

This is NOT a class where students read, listen to lectures, write papers, and take tests. RATHER, the objective of each class meeting is that each student is bringing in information and ideas gleaned from the readings, as well as analytical connections to other readings and films.

In order to write a fresh new idea into an abstract (the point of the whole course) each person will need to be able to comfortably handle a variety of theories and the application of those theories to texts and films.

# Text

# Online readings

# You must be download and print all articles.

**POLICIES**

**Plagiarism** As per the Student handbook, plagiarists will fail the entire course.

**Grading Scale:** Satisfactorily passing the Abstract is a C; passing the poster is a B; Passing the 5 min, 10 min, and 15 min presentations is the A

Scale: A=900-1000, B= 800-899, C= 700-799, D= 600-699, F=500-599

Annotated bibliography entry set 1 50

Annotated bibliography entry set 2 50

Annotated bibliography entry set 3 50

Annotated bibliography entry set 4 50

Annotated bibliography entry set 5 50

Annotated bibliography entry set 6 50

Annotated bibliography entry set 7 50

Abstract Rough Draft 150

Abstract 200

Academic Poster Draft 50

Academic Poster 50

Powerpoint & 5-minute talk 50

Powerpoint & 10-minute talk 50

    Final 15-minute talk 50

**Withdrawal Policy** Students may withdraw without academic penalty from any course by the established deadline. This will result in a grade of 'W' for the course and will not count against the student's GPA. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw and will receive an earned grade for that course.

**Incompletes** Incompletes are ONLY given for those who have passed with a grade of 70% or higher on a minimum of 75% of the assignments. If you cannot verify these conditions, do not ask for an Incomplete as a grade.

**Changes** Syllabus and schedule is subject to change

**Re-write Criteria** In order to Re-write papers, the original must fit certain criteria and the re- write must fit certain criteria. (See InverseIntuition for more details)

**The following information is mandated by the college to be in all syllabi**

Plagiarism and academic dishonesty policy: Define plagiarism and academic dishonesty, as well as your specific penalties for them. Please refer to the academic dishonesty language in the [Student Code of Conduct](https://www.easternflorida.edu/student-life/student-handbook/student-code-of-conduct.cfm).

Withdrawal policy: Please note that it is the student’s responsibility to withdraw by the posted date in the term. State the College withdrawal date for the term or include a link to [the withdrawal policy](https://www.easternflorida.edu/admissions/registrars-office/withdrawal-versus-drop.cfm), which also explains to the student the difference between a “withdrawal” and a “drop.”

SAIL (Student Access for Improved Learning): Include the following statement either verbatim or modified as needed. This statement was approved by the Academic Affairs Council in 2018.

*Inform Your Instructor of Any Accommodations Needed*

EFSC has the responsibility to ensure that all students have appropriate access to course material and the college will work with students to provide an equal, effective, and inclusive opportunity for participation in all courses. If you encounter any issues accessing, hearing, viewing or interacting with online course materials please contact the SAIL office at: 321-433-5173.

It is the student’s responsibility to discuss these accommodations with each instructor. This will ensure that the instructor has been made aware of the accommodations and ensure that the instructor and student have the same understanding about how the accommodations will be implemented.

*Student Access for Improved Learning (SAIL)*

The SAIL (Student Access for Improved Learning) office is responsible for providing services and accommodations for students with documented disabilities that significantly impact major life functions. While personal services and personal aides cannot be provided, reasonable accommodations will be arranged to assist a student with a disability based on documentation provided by the student. For more information about the services and resources provided by the SAIL office, students are encouraged to [visit the SAIL website](https://www.easternflorida.edu/academics/academic-support/sail/differences-hs-college.cfm) or the SAIL office on any campus.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting EFSC’s disability/accessibility services department (SAIL) to talk about reasonable academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications. The instructional media and materials for this class are designed to be accessible to all students. Students who are having difficulty accessing them should contact the faculty member.

Additional policies: Indicate other requirements or policies as appropriate. For example, if an LMS is used as a course companion, indicate that use and your specific expectations about how it will be used in the course. You may also want to include language regarding classroom conduct/behavior expectations. These inclusions are vital in case an academic appeal is filed.

Eastern Florida Online and select programs at the College may have specific programmatic syllabus requirements (necessary for programmatic accreditation, for example, or to satisfy Quality Matters rubric standards in online classes) in addition to the minimum required elements identified in this document. The faculty member must include any additional syllabus elements as identified and approved for those programs.

The purpose of the Syllabus Addendum is to include hyperlinks to all proscribed College policies that are relevant to all College course syllabi. The Syllabus Addendum must be included with all college syllabi.

**Course Information**

**Description**: In this course, a multidisciplinary approach is applied to the study of humanistic themes with selections from at least two disciplines such as architecture, literature, philosophy, religion, visual and performance arts. Instruction will facilitate development of formal methodologies for cultural analysis through examining multiple resources, investigating historical contexts, and applying interpretive theories. Course meets General Education and College Level Communications Skills requirements.

**COURSE COMPETENCIES**

**Core Ability:**

1.Explicate the theme(s) to be studied throughout course

Cognitive-Analyzing (6 Lecture Hours)

1.a. Recognize the theme(s) as construct(s) based upon perceived similarities

1.b. Reflect on the theme(s) as revealing audience bias

1.c. Consider variations on the theme(s)

**Core Ability:**

2. Examine distinct disciplines for the course

Cognitive-Analyzing (6 Lecture Hours)

2.a. Review the basic elements of each discipline

2.b. Discuss the critical approaches or paradigms appropriate to each discipline

2.c. Consider possible outcomes of using different paradigms to analyze the same discipline

2.d. Consider possible outcomes of using the same paradigm to analyze different disciplines

**Core Ability:**

3. Explore examples of the theme(s) in each discipline

Cognitive-Analyzing (6 Lecture Hours)

3.a. Choose characteristic examples of the theme(s) from each discipline

3.b. Discuss the characteristics of each example as related to the theme(s)

3.c. Discuss the characteristics of each example as unrelated to the theme(s)

**Core Ability:**

4.Examine paradigms for interpretation of examples

Cognitive-Analyzing (5 Lecture Hours)

4.a. Analyze overarching theories

4.b. Examine several theories of interpretation applied to chosen examples

4.c. Criticize underlying assumptions of several theories of interpretation

**Core Ability:**

5. Investigate the historical circumstances of the chosen examples

Cognitive-Analyzing (5 Lecture Hours)

5.a. Examine the preceding and contemporary histories of each example

5.b. Investigate the biography or biographies of the creator(s)

**Core Ability:**

6. Examine relationships between the chosen examples from different disciplines as representing the theme(s)

Cognitive-Analyzing (5 Lecture Hours)

6.a. Discuss similarities between examples suggesting potential influence of one example on another

6.b. Discover any creator's acknowledgment of the influence of some other example

**Core Ability:**

7. Analyze the cultural significance of the chosen examples

Cognitive-Analyzing (5 Lecture Hours)

7.a. Characterize original audience reception immediately following the creation of each example

7.b. Characterize recent audience perception of each example

7.c. Appraise the recent cultural significance of each example

**Core Ability:**

8. Diagnose problems of studying multiple paradigms

(**Linked Ability**) Think Critically and Solve Problems

Cognitive-Analyzing (6 Lecture Hours)

8.a. Analyze problems of applying different paradigms to the same discipline

8.b. Analyze problems of applying the same paradigm to different disciplines

**Core Ability:**

9. Assess the results of comparative analysis

Cognitive-Analyzing (5 Lecture Hours)

9.a. Correlate knowledge gained throughout course

9.b. Discuss new ideas emerging from comparative analysis

9.c. Examine examples of outliers discovered

Syllabus Addendum

Please click on the links below for important student information:

* [Academic and Administrative Appeal Process](https://www.easternflorida.edu/student-life/student-handbook/student-appeals.cfm)
* [Americans with Disabilities Act (ADA) and Section 504 (Subpart E)](https://www.easternflorida.edu/academics/academic-support/sail/differences-hs-college.cfm)
* [Computer Lab Usage](https://www.easternflorida.edu/administration-departments/it/computer-labs.cfm)
* [Coronavirus (COVID-19) Reporting & Contact Tracing](https://www.easternflorida.edu/covid-tracking/)
* [COVID-19 Syllabus Statement](https://www.easternflorida.edu/documents/covid19-syllabus-statement-8-4-2022-revision.pdf)
* [EFSCares Student Counseling](https://www.easternflorida.edu/student-life/counseling-efscares/)
* [EFSC Grading/Incomplete Policy](https://www.easternflorida.edu/admissions/registrars-office/grading-policies/)
* [EFSC Proctored Exam Process](https://www.easternflorida.edu/academics/elearning/testing-proctored-exams.cfm)
* [EFSC Rules on Class Participation and Religious Observances](https://www.easternflorida.edu/admissions/registrars-office/attendance.cfm)
* [FERPA](https://www.easternflorida.edu/admissions/registrars-office/ferpa-privacy-act-info/student-ferpa-info.cfm)
* [Financial Aid and Scholarships](https://www.easternflorida.edu/admissions/financial-aid-scholarships/)
* [Green Dot Initiative (EFSC Bystander Training Program to prevent power-based personal violence)](https://www.easternflorida.edu/student-life/green-dot/)
* [Health, Safety, and Security](https://www.easternflorida.edu/student-life/student-handbook/health-safety.cfm)
* [Office of Undergraduate Research (OUR)](https://www.easternflorida.edu/academics/our/)
* [Recording Class Lectures](https://easternflorida.edu/student-life/student-handbook/student-code-of-conduct.cfm#recordings)
* [Sexual Misconduct and Title IX](https://www.easternflorida.edu/our-campuses/campus-security/titleix-sexual-misconduct/)
* [Standards of Academic Progress](https://www.easternflorida.edu/admissions/registrars-office/academic-standing.cfm)
* [Student Access for Improved Learning (SAIL)](https://www.easternflorida.edu/academics/academic-support/sail/differences-hs-college.cfm)