This course is an introduction to humanities ideas, research methods, and approaches to scholarship and creative work. Students will be introduced to diverse tools and approaches for critically examining intellectual, cultural, and creative human expression. By the end of this course, the student should be able to clearly articulate what the humanities are and what a humanities approach to knowledge and human experience is. The student should also have a basic understanding of disciplinarity and interdisciplinarity. The course will be taught by several of the humanities faculty. A unique feature of this course is that each term one or two topics or themes will be chosen, and will serve as a running example throughout the course. These themes will be examined from various points of view, and students will be guided to think about the ways in which the humanities can provide a rounded, comprehensive understanding of complex human issues.

Required Texts:

3. Texts, reserve readings, and web-based resources appropriate to the topics or themes chosen.

Requirements

**Sectional Papers**: (3@10% = 30%): These are short (4-5 page) papers in which students apply the intellectual and interpretive skills being discussed in class. These papers will require students to become comfortable with locating and evaluating resources, putting those resources in the appropriate context, understanding how gather information from a text as well as how to approach the text critically, describing and evaluating examples of human expression, constructing an argument or defence of a position, and identifying questions worth asking in the humanities.

**Reading Summaries**: (4@5%=20%): Students will prepare short summaries of four of the
assigned readings over the term.

**Midterm:** 20%

**Final Exam:** 30%

**Schedule: HUM 2xxx**

Each part is scheduled for roughly two weeks’ duration. Various faculty members will be involved, and there will be plenty of examples of how to approach the humanities in each section.

**Part One: Introduction: What Are The Humanities?**
- The tradition of humanism: Is “humanities” the same as “humanism?”
- Questioning as a scholarly skill – learning to ask good questions.
- Thinking about “big questions”

**Part Two: The Basics: Succeeding as a Humanities Student**
- How to write, how to read
- Researching in the humanities

**Part Three: Classical Humanities**
- Central questions, texts, and currents of thought in the history of culture
- Why do ideas matter? Why is it worth knowing where they came from?

**Part Four: Multi-Cultural Humanities**
- Central questions, texts, and currents of thought in multi-cultural humanities
- Understanding cultures understanding themselves.
- Accessing the products of diverse cultures: art, music, literature, theatre, film, dance, architecture, philosophy, religion.

**Part Five: Critical Humanities**
- Central questions, texts, and currents of thought in critical humanities
- What’s critical about critical humanities?
- Understanding contemporary culture.

**Part Six: Interdisciplinarity**
- What is a discipline?
- Examples of interdisciplinary scholarship
- What kind of knowledge is produced in the university?

**Part Seven: Conclusion**
The Fine (but Important) Print

STANDARDS FOR PAPERS: I expect papers 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. You 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. 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: It is possible (and in some cases preferable) to submit your paper electronically to me. It should 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). You will receive typed comments on the paper, and it will be returned electronically. Do not include .exe files or anything that might contain a virus, and please scan your document with a virus program before you send it. Please identify yourself and the course in the subject line of the message (e.g., "<Your Name>, <Paper title> for <course name and number>"). 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.

- Why submit your paper electronically? You will likely receive more extensive comments, as I can type faster than I can write.
- 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). If you are using WordPerfect, either make sure you are in "draft" mode, or else while in "page" mode, go to the far left margin (you may have to scroll the screen to the side), and note the small tabs. When you click on one, you will be able to see comments. Please use the program that you used originally - comments may not be readable if made in one word processor and read in another.
- Can I fax my paper to the department instead? Sorry, the department has a policy of not accepting faxes of assignments from students.

ATTENDANCE: I expect regular and prompt attendance from members of the class. 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.

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. Illegitimate 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). 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) suggest a way that the assignment will be made better by the extension.

EXAM RULES: I will not change exam dates simply to accommodate travel schedules. 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.

COMMUNICATION OF GRADES: The university does not allow the communication of grades to a student by email, or by posting them outside a professor's door. This is a confidentiality issue. Please do not ask me for your grade by email. I will tell you your grade in person, or over the phone, as long as I can be certain that you who you say you are.

ACADEMIC HONESTY: All courses at UCF follow the Golden Rule, which can be found at http://www.goldenrule.sdes.ucf.edu/. We will discuss the nature of academic honesty in class, but a note here is warranted. Basically, your work should be your own, and when you are drawing on the words, images, or ideas of others, this should be properly noted. What should 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).
- Using any information from a book or an internet site without proper referencing.

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.

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.