



University of Central Florida

HUM 5803 Theories and Methods of the Humanities

Instructor: Bruce Janz	Term: Fall 2006
Time: Tuesday 7:30-10:20	Room: VAB 0109
Phone: 407-823-2273	Credits: 3
Section: 0001 Code: 83201	Final Exam: None
Course Page & Resource Page: http://pegasus.cc.ucf.edu/~janzb/courses/	Office: Colbourn Hall 411E
Office Hours: Announced early in the course - see website	Email: janzb@mail.ucf.edu

This seminar serves as an introduction to graduate-level work in the humanities. Students will be expected to be familiar with current theoretical approaches to textual and social analysis. We will consider the place of humanities in the university, and the nature of knowledge production; develop theories of textuality and visuality; and consider examples of research in humanities.

Texts:

1. Bal, Meike. *Travelling Concepts in the Humanities: A Rough Guide*. Green College Lecture Series. University of Toronto Press, 2002.
2. Blonsky, Marshall. *On Signs*. University of Johns Hopkins Press, 1985.
3. Foucault, Michel, *The History of Sexuality, Vol. 1: An Introduction*. Vintage Books, 1990.
4. Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press, 1985.
5. Mirzoeff, Nicholas. *An Introduction to Visual Culture*. Routledge, 1999.
6. Ricoeur, Paul. *Interpretation Theory: Discourse and the Surplus of Meaning*. Fort Worth, TX: Texas Christian University Press, 1976.

Requirements:

1. **Annotated Bibliography (20%):** Ideally this will be connected with the topic of the final paper. I would like to see at least 25 entries on a specific topic or question. These should be from published academic books or peer reviewed journal papers; other types might be permitted as well, but check with me. The purpose of this is to provide a basis for the final research paper. Due date: late October (exact date determined in class)

2. **2 position papers, with class discussions (2 x 15%):** You will need to identify an issue raised by the text for the week, and take a position on that issue. The issue could be historical, textual, cultural, philosophical, or representational (or, perhaps some other kind of issue). The paper should be about 1000 words long, and you will also present it in class. These are due before the day of presentation, because someone else in class will need to read your paper and prepare a response to it. Please bring a copy to hand in when you present the paper. The position you take on an issue is up to you, but I am looking to

see that you have an understanding of the scholarship that has been done on the issue, a clear argument for a viable and interesting position. For a good description of a position paper, see: <http://homepages.uhwo.hawaii.edu/~writing/position.htm>

3. 2 responses to position papers. (2 x 5%): As mentioned above, each position paper will have a respondent. We will set up a schedule early in the course. The purpose of the response is not to tear apart the other person's argument, but rather to assess the other person's depiction of the text and assessment of it. You may decide the other person has done a good job - in that case, how might his/her argument be extended? How does it relate to other relevant literature? If you think the person has not understood the text, how can you constructively suggest improvements? Please hand in a copy of your response when it is presented.

4. Final Paper (40%): The intention of this paper is to develop and demonstrate analytic, theoretical, and research abilities in the humanities. It should be ~15 pages long. The paper may take one of a couple of forms. It could be the examination of a concept in the humanities, in a manner that exhibits these abilities. Or, it could be directed at some issue related to the nature of humanities research itself. It will be important to start thinking about this early, and keep me apprised of your ideas. Coming to the question that will form the basis of your paper is part of the research process – we will work together on it. The class will also know what each person is working on, so that there can be mutual support in this process.

Grade Distribution: I will record the assignment grades based on the percentage of the course grade during the term (for example, a paper will be recorded as a grade out of 20 if it is 20% of the final course grade, even though 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: 73-76	D: 63-66
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62
B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59

Schedule: Theory and Methods of the Humanities

1. What Are the Humanities? 2 weeks

- a. Disciplinarity and the History of the University
- b. Humanities and Humanism
- c. Research in the Humanities

Readings: Lyotard

2. Human Experience as Textuality: Theory and Practice. How to Read 6 weeks

- a. The Theory of Textual Interpretation
 - Hermeneutics of belief: Phenomenology, Hermeneutics
 - Hermeneutics of suspicion: Nietzsche, Marx, Freud
 - Structuralism, post-structuralism, and semiotics
- b. The Practice of Textual Interpretation
 - Identity: Race, Gender, Class, Sexual Orientation, Dis/Ability
 - Narrative
 - Textualizing the Social World

Readings: Blonsky, Foucault, Ricoeur

3. Human Experience as Visuality: Theory and Practice. How to See 2 weeks

- a. The Theory of Visual Understanding
 - the rise, and fall, and rise of the visual: Ocularcentrism, the gaze, and after.
 - Representation and Immediacy
- b. The Practice of Visual Understanding
 - UCF Cultural Heritage Alliance & Folkvine

Readings: Mirzoeff

4. Research Applications and Examples: How to Think Clearly 4 weeks

- a. Modernism, Postmodernism, and After
- b. The University and the Production of Knowledge
- c. Interdisciplinarity
- e. Science, the Human Sciences, and the Humanities

Readings: Bal

The Fine (but Important) Print

For the full, updated "Fine Print", go to the website: <http://pegasus.cc.ucf.edu/~janzb/courses/fineprint.htm>

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. 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. 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 be sent to janzb@mail.ucf.edu as an attachment. The paper needs to be in Word (preferred), Adobe Acrobat (pdf), Rich Text Format (rtf), or WordPerfect format (wpd). It 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). You will receive typed comments on the paper, and it will be returned electronically. 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. 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. NOTE: You will receive a return email from me when you send your paper in. 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 on the MyUCF grade sheet.
- **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.
- **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.

- **Where's my grade?** See below on the communication of grades.
- **Can I use another word processor?** No. It needs to be in Word, Adobe Acrobat, Rich Text Format, or WordPerfect. It will be read on a Windows 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.
- **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 MOD 608, or call (407) 823-2197.

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 discourage make-up 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. 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 final exam.

COMMUNICATION OF GRADES: I will be using the new system at UCF that allows me to report your grades to you when you log into your "MyUCF" page. The university 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.

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 sufficient reason. Even medical reasons may not be enough - medical withdrawal from the course is a more likely option in most cases. 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.

ACADEMIC HONESTY: 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 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.
- Handing in work that you did for another class without discussing it with the professor first. This includes excerpts of your own writing that you cut and paste into a new paper.

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 to Turnitin.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.

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. The withdrawal date for Fall 2006 is October 13.