
HUM 2020: Encountering the Humanities:

health and environmental humanities

Humanities and Cultural Studies Program

Department of Philosophy

College of Arts and Humanities

3 Credit Hours

Summer 2022

Instructor Information

- **Professor:** Dr. K. Cespedes
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- **Office:** PSY 243
- **Office hours:** Online via zoom: Tuesdays 11am to noon. And by Appointment
- **Course Modality:** Web

Engaging the humanities enriches our understanding of the world and expands our mastery of the social, scientific, political, economic, and the environmental.

During this course we will deepen our assessment of the distinctive way diverse populations engage the humanities to better express observations and concerns about the environment, while providing creative solutions.

This course draws from the scholarly fields of Health and Environmental Humanities; these fields of study aim to bridge the gap between the sciences, the social sciences and the humanities. The course provides a venue through which students can address questions about human communities, environmental histories, and the quest for environmental justice. Moreover, students via their assignments, will engage with diverse approaches to environmental approaches, and the ways in which questions of equity and justice are connected to questions about our environment.

This course engages the humanities with special attention given to Native American, African American, Latinx, and Caribbean cultural expressions that incorporate environmental themes and topics. The class will showcase films, poetry, art, architecture, and other cultural productions drawing thematically from environmental justice and environmental intersectionality.

Prerequisites: None

Required texts: All course materials will be made available via Webcourses. Supplemental materials will be available within Webcourses via Pressbooks.

This course has been designated as "Affordable" by UCF's Affordable Instructional Materials (AIM) team in accordance with the standards of [Affordability Counts](#).

For this course, I'm happy to announce **your required course materials cost is \$0**. I hope you enjoy the materials written and curated for your learning benefit.

The class is fully online.

Assignments

Two Surveys: 25%:

Both surveys will be visible by the end of the first week of class. These survey may ask questions about the syllabus and/or your individual familiarity, experience and engagement with the course material. Each survey is worth 12.5 points.

5 Quizzes: 25%

Each quiz may cover readings and video viewings. Typically each quiz will have 5 questions on the Module's material. The quizzes will have specific dates by which they need to be completed. The quizzes may include multiple choice questions, True/False, and/or short answers.

Pressbooks Assignment: Proposal and/or Reflection 5% and Final Project 45% (total):

For this assignment students will utilize Pressbooks (available via webcourses) to create one of the following projects: the Environmental Art Portfolio, or, the Qualitative Research PhotoVoice Project.

The assignment showcases a student's ability to apply key concepts covered within the course toward an area of personal interest within the field of environmental humanities.

Detailed Instructions for completing both types of assignment are provided via Webcourses.

- For the Environmental Art Portfolio students will incorporate online visual material (designated as free to use). Some students may opt to search the websites of museums, galleries and other artistic venues to produce their project, but students are also highly encouraged to include when possible their own photographs and visual material/videos.
- For the PhotoVoice Project students are asked to identify a participant (friend or family member) in order to complete the assignment.

The work you create via Pressbooks is your intellectual property and where appropriate can be utilized as part of your professional resume for years to come.

If you select to complete the Environmental Art Portfolio using Pressbooks: Students will select one of the following approaches:

- - - **A:** focus their portfolio on Environmental Humanities writers, artists, thinkers and themes covered in the course (for example, students can create a portfolio that focuses on the poetry of Audre Lorde, or Chicana environmental art, or Native American environmental art's attention to the impact of colonization.
 - **B:** students have the option of producing an environmental arts portfolio on material found outside of the course-- nationally and/or internationally. The art form can include environmental poetry, dance, art, music, architecture.

- **C:** Health and/or Environmental Humanities examples occurring locally in Florida and/or Orlando (the Orlando focused portfolio can showcase artistic expression created about the city and/or by UCF faculty and students).

Students are encouraged to please practice safe social distancing and adhere to safety guidelines established to mitigate the spread of illness/Covid19.

If you select to complete the PhotoVoice Project you will be asked to turn in the following:

- - - One-page proposal for your Photovoice project submitted via Webcourses: 5 points
 - Three images provided by your participant: 5 points
 - Final version of Photovoice project: 40 points

Course Materials and Resources

- All materials will be available via WebCourses@UCF

Student Learning Outcomes

Students completing this course will be able to:

- Provide and analyze specific examples of Environmental Humanities approaches, ideas, and concepts.
- Explain the impact of environmental questions on the production of writers, artists, thinkers and musicians creating works within a global context.
- Explain the impact of historical economic epochs on environmental issues.
- Explain how writers, poets, thinkers, artists, etc. influence solution based approaches on environmental issues.
- Identify specific writers, artists, poets, musicians and their place within larger field of environmental humanities, and be able to place them on a historical and intellectual timeline.
- Demonstrate the ability to identify an intersectional framework and to analyze and produce scholarly work that is attentive to questions of social invisibility.
- Demonstrate the ability to produce scholarly work that is mindful of ethical engagement with diverse and vulnerable populations.
- Demonstrate the ability to produce scholarly work that develops new undergraduate research and learning to navigate new communication tools.

Course Activities

Please keep track of the class calendar, here you will see information regarding office hours, surveys, quizzes, as well as due dates for the end of semester Pressbooks project: students can opt to complete either a Portfolio project or qualitative research PhotoVoice project.

Students should have regular access to the internet and plan on accessing Webcourses at least four times per week.

Activity Submissions

Please see Webcourses course schedule for information on deadlines.

Students can submit assignments via WebCourses by clicking the Assignments tab.

Attendance/Participation

All Assignments must be turned in by their due date. Late assignments will not be accepted.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to provide me a signed copy of the Program Verification Form. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Evaluation and Grading

Assignment	Percentage of Grade
Quizzes	25%
Class surveys	25%
Class Pressbooks Project	
Proposal	5%
Final Project	45 %
Total	100 %

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Note: I, as the professor, reserve the right to make changes to the course content during the class.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#).

<https://www.ucf.edu/services/>

Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Policy Statements

Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

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.

Notifications in Case of Changes to Course Modality

In general, depending on what is occurring with the pandemic the university may make changes to classes. 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.

This class has been designed to assist students who may experience a health related event which prevents them from attending classes.

In Case of Faculty Illness

If I as the instructor fall ill during the course 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.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting* the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

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](#). 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>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be 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.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the 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. Please make a note of the guide’s physical location and consider reviewing 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, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your 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. [You CAN Survive an Active Shooter](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.