Cover Sheet: Request 15677

JPT 1XXX – The Anim(e)ted World (Quest 1 Permanent)

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed|Quest|Perm
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Christopher Smith csmith2@ufl.edu
Created	1/12/2021 2:21:17 PM
Updated	4/28/2021 2:29:59 PM
Description of request	This is a request for permanent status for a Quest course already taught as IDS 2935: The Anim(e)ted World

Actions

Step	Status	Group	User	Comment	Updated
Quest Director	Approved	PV - Quest Director	Andrew Wolpert		1/21/2021
Animeted world -changes.docx					1/12/2021
Department	Approved	CLAS - Languages, Literatures and Cultures 16860000	Youssef Haddad		1/29/2021
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	This is conditionally approved, please add a grade scale.	2/25/2021
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 16860000	Youssef Haddad		3/4/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/2/2021
No document changes					
Quest Curriculum Committee	Approved	PV - Quest Curriculum Committee	Andrew Wolpert	The QCC is no longer a part of the approval process. The GEC will review the request for the Quest and Gen Ed designations.	4/22/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/22/2021
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					

Step	Status	Group	User	Comment	Updated
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					
Quest Director Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 15677

Info

Request: JPT 1XXX – The Anim(e)ted World (Quest 1 Permanent)
Description of request: This is a request for permanent status for a Quest course already taught as IDS 2935: The Anim(e)ted World
Submitter: Andrew Wolpert wolpert@ufl.edu
Created: 4/5/2021 11:03:00 AM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
JPT

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). Quest 1 courses may only select 1 & Quest 2 courses may only select 2.

Response:
1

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Quest courses may only select Introductory at this time.

Response:
Introductory

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> The Anim(e)ted World

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> The Anim(e)ted World

Degree Type
Select the type of degree program for which this course is intended. Quest courses may only select Baccalaureate.

> Response:
> Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

> Response:
> On-Campus

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

> Response:
> Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

> Response:
> Earliest Available

Rotating Topic
Quest courses may not be rotating topics at this time. Please select "No" to confirm this course will not be a rotating topics course.

> Response:
> No

Repeatable Credit
At this time Quest courses are not being offered as repeatable credit. Please select "No" to confirm this is not a repeatable credit course.

Response:
No

Amount of Credit
Quest courses may only be offered for 3 credit hours at this time, please confirm that this course is a 3 credit hour course.

Response:
3 credits

S/U Only?
UF Quest/General Education courses may not be offered as S/U. Please select no for S/U.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
Uses the medium of Japanese animation (anime) to explore social, political, cultural, and economic issues of global relevance today. Examines anime containing commentary and critique relevant to some of the most pressing issues and challenges facing the contemporary world.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.

Response:
Restricted to undergraduate degree-seeking students.

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This is a Quest course that is designed to engage students with important issues in the humanities

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
After completing this course, students will be able to:
• Identify and describe theories and methodologies used in humanities disciplines to examine how pop cultural products address various social, political, economic, and cultural issues relevant globally, including postmodernism, Anthropocene theory, subcultural studies, historicization, and others.
• Argue persuasively about their own ideas about pop cultural texts both orally through class discussion, and in writing through blog posts and essays.
• Analyze and evaluate essential global issues through analysis of pop culture that grapples with fundamental questions about present-day society.
• Connect course content with their own lives and media consumption habits as they gain the skills to critically analyze pop culture and media generally outside of the classroom.

Course Textbook(s) and/or Other Assigned Reading
Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Recommended: Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers) 9th Edition, University of Chicago Press, 2018

Required: There are no textbooks that need to be purchased. However, students may need to purchase access to one or more video streaming services.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1
    Introduction to Anime and Cultural Studies
    The first week will introduce the course, the assignments, and the course expectations. We will also look at some of the key concepts in cultural studies that frame how we talk about a culture or nation and its cultural products. We will also read a broad introduction to anime studies.
    Said – Orientalism pp. 31-40, 105-108, 231-240.
    Norris – "Manga, anime and visual art culture" in The Cambridge Companion to Modern Japanese Culture pp. 236-260

Week 2   Capitalism and Consumerism
    Pop culture, including anime, is itself produced by massive capital flows. Can a meaningful critique of capitalism emerge from within pop? This week examines several texts that critique capitalism and consumerism, and search for an exteriority to it.
    Miyazaki – Spirited Away
    Ishizuka – A Place Further than the Universe
    Haber – "Emancipation from Capitalism?" in Critical Horizons vol. 15 pp. 194-205.

Week 3   Power, Terror, and the Surveillance State (1)
    These two weeks examine two anime that comment on the power of the nation-state to surveil its populace and regulate their behavior, especially when faced with new technologies that make both surveillance and terrorism easier.
    Shiotani – Psycho-pass
    Foucault – "Panopticism" in Discipline and Punish pp. 195-228

Week 4   Power, Terror, and the Surveillance State (2)
    These two weeks examine two anime that comment on the power of the nation-state to surveil its populace and regulate their behavior, especially when faced with new technologies that make both surveillance and terrorism easier.
    Ishihama – Shin sekai yori

Week 5   Youth Culture, Youth Identity, and Youth Economic Challenges (1)
    These weeks examine anime that depict the lives, situations, and emerging sociocultural practices of younger generations. We will look at anime that critique the precarity of younger generations' economic situations, anime about finding connection in a digital age, and anime that depicts youth fan culture.
    Kamiyama – Eden of the East
    Mouer – "Work Culture" in The Cambridge Companion to Modern Japanese Culture pp. 113-129

Mizushima – Genshiken
Saito – Beautiful Fighting Girl pp. 9-31

SwampCon visit and blog post

Week 6   Youth Culture, Youth Identity, and Youth Economic Challenges (2)
    These weeks examine anime that depict the lives, situations, and emerging sociocultural practices of younger generations. We will look at anime that critique the precarity of younger generations' economic situations, anime about finding connection in a digital age, and anime that depicts youth fan culture.
    Mizushima – Genshiken 2
    Fiske – "The Cultural Economy of Fandom" in The Adoring Audience: Fan Culture and Popular Media pp. 30-49
    Azuma – Otaku, Japan's Database Animals pp. 1-18,29-57
    Ito – Sword Art Online
    Baudrialard – "Simulation and Simulacara"

Week 7   War (1)
    These two weeks will focus on the theme of war, examining in particular two works that remember traumatic World War II memories, and one that reexamines the legacy of WWII and postwar society's memory of it in a scifi future.
    Masaki – Barefoot Gen
    Takahata – Grave of the Fireflies
    Stahl – "Victimization and 'Response-ability': Remembering, representing, and working through trauma in Grave of the Fireflies' in Imag(in)ing the War in Japan pp. 161-202

Week 8   War (2), Midterm
    These two weeks will focus on the theme of war, examining in particular two works that remember traumatic World War II memories, and one that reexamines the legacy of WWII and postwar society's memory of it in a scifi future.
    Tomino – Mobile Suit Gundam
    Ashbaugh – "Contesting Traumatic War Narratives" in Imag(in)ing the War in Japan pp. 327-353
    Midterm Exam

Week 9   Identity and Discrimination
    This week examines several texts that comment directly or indirectly on discrimination. These anime comment on the immense pressure societies exercise to exclude those perceived as different, the difficulty of changing society, and the challenge of carving out a space for freedom and acceptance.
    Date – Naruto
    Hosoda – Wolf Children
    Yamada – A Silent Voice

Week 10   Gender and Sexuality
    This week's texts comment on the position of women and LGBTQ people vis-à-vis society. We will examine the theme of powerful girls in girls' comics and the feminist critique of them, women's silent struggles with casual inequality in society and the workplace, and institutional and social exclusion of transgender people.
    Sato – Sailor Moon
    Newsom – "Girl Power" in Femspec vol. 5. pp.57-1
    Rarecho – Aggretsuko
    Aoki – Wandering Son

Week 11   The Environment and the Anthropocene – Essay Prep 1
    This week examines works with strong environmental commentaries, especially commentary on the Anthropocene. Both works imagine futures where humans live with constrained resources and living spaces as a result of human-caused environmental disasters in the past.
    Miyazaki – Nausicaä of the Valley of the Wind
    Kojima – Xenoblade Chronicles 2
    Cobb – "Drama of the Anthropocene" in The American Journal of Economics and Sociology vol. 76 pp. 795-818

Essay Prep Activity: Introduction and brainstorming

Week 12   Nationalism, Conservatism – Essay Prep 2
    Pop culture is a crucial battleground for political ideology, used by both the Left and Right. This week we examine works with themes that are nationalist or conservative. One text is explicitly a work of Japanese neo-nationalism that questions the narrative of Japan's WWII transgressions as a false narrative invented by the Left (i.e., "fake news"). The other texts have much subtler conservative messages but still participate in the construction of a national identity invested in maintaining society as it is, or promote nationalist interpretations of history and international relations.
        Kobayashi – Sensoron
        Foucault – "Method" in History of Sexuality pp. 92-102
        Shinkai – Your Name
        Gellner – "A Short History of Mankind" in Nationalism pp. 14-30
        Shirohata – Hetalia Axis Powers
        Essay Prep Activity: Working thesis and outline

Week 13   Misc – Essay Prep 3
    This week we examine two important texts that do not fit into any particular category. One concerns friction between digital and organic modes of social organization, the other concerns child abuse.
        Hosoda – Summer Wars
        Ito – Erased
        Essay Prep Activity: Discovery draft

Week 14   Class Choice
    This week we will examine three anime texts that students decide on through nominations and voting in class the prior week. Students will use the analytical skills they have acquired during the course to examine the themes of justice and power in anime they decide to watch together.
        TBA

Week 15   Review Week
    The last, short week of class is devoted to review for the final exam and course evaluations

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:
Discussion leader presentation   15% Some days (those not marked N/A on the course schedule) will have student discussion leaders. Sign up for a day to be a discussion leader by visiting People-> Discussion Leaders in Canvas. You will team up with another student to give an 8-10 minute presentation. Your presentation should focus your classmates' attention on specific features of the day's text(s) that are interesting and the class might talk about. Point out key features, either visual or narrative; identify key plot or character development moments; compare and contrast to earlier works; relate it to readings; show us anything you found surprising or interesting. Your presentation should NOT contain plot summary, we have all just watched the work and know the plot. Instead try to particularly reflect on how the viewings address not only issues in Japan but issues relevant globally, and to your own life and experience as well. You should prepare a visual aid to help present your ideas (i.e., Powerpoint). After this quick presentation, you should be prepared to lead the class in a discussion, so your last slide should consist of 2-3 discussion questions about the text that can serve to spark class discussion. Each person should participate more or less equally in the preparation and presentation, and the same grade will be assigned to the whole group.

Class Participation 10% Since a major aspect of this course is class and group discussion, you

should be prepared to participate in these discussions each class day. This means you should have read the assigned reading, viewed the assigned film, and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. Discussions should focus not only on your reaction to the text, but also analyze how the text relates to your own life and to the pressing issues of our day.

Blog

10% You will be required to maintain a blog on tumblr.com and write a post before each class session. For each day's reading(s) and viewing(s), you should jot down about 300 words, or a long paragraph (you can certainly write more, but it is not expected). Try to particularly reflect on:
• How the viewings address not only issues in Japan but issues relevant globally.
• How the viewings relate (or not) to your own life and experience.
• Connections between the assigned academic readings and the viewings, if relevant.
This is a learning tool that will help you reflect upon the readings. You should also post a comment on at least one classmate's blog before class each day. This will become a journal of your thoughts. At the end of the course, you will have an opportunity to reflect on how your thoughts about anime and media have changed over the semester.

This assignment is graded on completion. As long as you post something of the required length that engages with the text thoughtfully according to the above criteria, and post it on time, you get 100%. Note that this is your own blog that belongs to you: you can keep using it after this class, and you can certainly post other things to it besides class stuff. Just make sure your classmates can find the class posts and that the material is appropriate for class!

You should create your blog and email me the URL (i.e., the address username.tumblr.com) by January 10. The graded posts will begin with the reading on January 13 (so the first post is due, to avoid confusion, by 11:59pm on January 12).

SwampCon Participation and Post 5% As the experiential learning component of the course, students will attend the SwampCon anime convention in March. You will then be required to write a longer (~600 words) blog post about your experience, situating it within our class discussion about youth culture, fandom, and cultural identity formation. Attendance at the con is required, but students with documented, extenuating circumstances should consult with me about possible alternatives.

Final Essay   20% There will be one 2,000-word essay. This is a persuasive essay that presents a thesis and defends it by citing from the readings or viewings. For this essay at least two secondary sources are required. Scholarly sources are books from academic presses or articles from academic journals. Encyclopedias, newspapers, magazines, personal websites, and organizational websites are not scholarly sources. Neither are unpublished theses or papers, although exceptions are possible. You should cite other scholars making an argument that supports your argument, not random or well-known facts.

The goal of this paper is to give you a high degree of freedom to explore topics and works that interest you, using the knowledge and analytical skills you have learned in class. You should pick your own work of Japanese anime and develop your own thesis about it. Keep in mind, however, that the main grading criteria are: a) is your thesis strong? and b) do you successfully persuade your reader of your thesis? You must prove a strong thesis that analyzes the text and uncovers something new about it. Keep that in mind as you think about what you want to write about. Your essay topic is free, but should be in line with the theme of the class; it should investigate a work of anime in terms of how it comments on or depicts contemporary issues of power, society, gender, economics, politics, etc., that are globally relevant not only in Japan but also in the US and other countries as well.
Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.

Essay Prep Activities   5% This class is designed with first-year students in mind. Therefore, there will be three class days set aside for preparing for the essay (noted on the class schedule), with the goal of introducing students to the expectations and practices of college writing. Coming to class and participating in the activities (by having drafts prepared or reviewing your peers'

essays) is required, but your grade is based on your participation rather than the content of your drafts.

• Day 1: Essay Introduction and brainstorming session

The expectations and themes of the essay will be introduced in class. Students will work together in pairs or groups to brainstorm ideas about texts they want to work with, themes they want to investigate, and possible theses.

• Day 2: Working thesis and essay outline due

On this day students should have a rough, working thesis statement and an outline of the essay. Students will bring these to class and share with their peers for constructive commentary and collaboration. You may go back and refine your thesis after input from other students, so you don't need a final, perfect thesis statement yet, but it should be enough to work an essay around. The essay outline should contain a brief summary of each paragraph you plan to write. Each paragraph outline should contain: what point you will make with that paragraph, how that point supports your thesis, what evidence you will bring in to support that point, and what secondary sources (if applicable) you will bring in to support your argument.

• Day 3: Discovery draft of essay due - peer review

On this day students will have completed a "discovery draft." A discovery draft is a rough, freewriting draft that helps you focus your ideas and discover new possibilities and issues through the process of writing. Often we have a good idea for an essay in our heads, but the process of putting those ideas into actual words and structured sentences shows us that there might be unanticipated issues or different possibilities. You don't have to have everything pinned down perfectly or cited meticulously, but you should have attempted to structure all the paragraphs you planned in your outline. Students will bring these drafts to class and review each other's drafts to provide constructive commentary.

Midterm Exam   15% The midterm exam will be taken in class, closed book and closed notes.

Final Exam 20% The final exam will be taken in class, closed book and closed notes. The final will be cumulative.

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Christophe Smith

Permanent Quest and General Education Approval
Please confirm that this new course request is for permanent Quest and General Education designations. Only courses which have already gone through the Temporary process may request Permanent approval.

Response:
Yes

Previous Temporary Approval
Please enter the 5 digit request number of the temporary Quest/General Education request that has previously been approved. If you are the previous submitter, this number may be found by accessing the Requests Submitted by You webpage and copying the relevant number in the 'Request' column.

Response:
14185

Which level of Quest will this course be offered under?

> Response:
> Quest 1

Approved Colleges - Quest 1
Only faculty from the following colleges are eligible to propose courses for Quest 1 at this time. Please confirm that you are submitting a request through an approved college by making the appropriate selection.

> Response:
> College of Liberal Arts and Sciences (CLAS)

Quest 1 Theme
Quest 1 courses should fall naturally within one of the five themes and examine essential questions relevant to that theme.
Select the appropriate theme for this course, more information on Quest 1 themes can be found at the following website: Q1 Themes and Essential Questions.

> Response:
> Justice and Power

Quest 1 Objectives
Please confirm that you have read and understand the Quest 1 Course Objectives and that these objectives are incorporated into the proposed course. These items must be included in the submitted syllabus.
Objectives:

• Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
• Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.
• Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
• Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
• Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.

> Response:
> Yes

Quest 1 Student Learning Outcomes
Please confirm that you have read and understand the Quest 1 Student Learning Outcomes and that these outcomes have been incorporated into the proposed course. These items must be included in the submitted syllabus.
Student Learning Outcomes:

*• Content: Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course. *
*• Critical Thinking: Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. *
• Communication: Develop and present clear and effective responses to essential questions in oral and written

*forms as appropriate to the relevant humanities disciplines incorporated into the course. *
*• Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond . *

Response:
Yes

Requested GE Classification for Quest 1
Indicate the requested General Education subject area designation(s) requested for this course. International and Diversity designations may only be applied to a course in conjunction with another designation.
Quest 1 courses may only select from the following General Education Subject Area designations.
You may not select both International and Diversity for a single course.

Response:
H - Humanities, N - International

Requested Writing Requirement Classification
Indicate the requested Writing Requirement designation requested for this course. Quest courses may only select 2000 or 4000 words.

Response:
E2 - 2000 words

Type of writing skill feedback provided

Response:
Grade, Correction

Course Updates: Temporary vs Permanent requests
Please list any substantive changes which were made to the course since temporary Quest/General Education approval was assigned. Include a rationale for each change.
Examples:

• Course Content
• Assessments
• Learning objectives

Response:
There are no changes to course content, assessments, or learning objectives since the temporary Quest approval. I will only make minor changes to course delivery, as outlined in the attached document.

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accommodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.*

Response:
Yes

Changes Since Quest Trial

Overall, I felt that the class went extremely well when I taught it in Spring of 2020, and I got positive feedback from students as well. Therefore, I do not plan to change much, just a few things here and there. For example, I plan to incorporate blog posts into the class discussion more, by selecting a few interesting blog posts each class period to display on the projector and discuss. Students responded very positively when I stumbled on doing this last time. I will also pre-assign groups for the sharing of essay discovery drafts and have students read each other's drafts in advance, rather than making the reading an in-class pair activity, as I think that will be a more fruitful use of class time. Also, since Spring 2019 was affected by the pandemic, I also learned the value of incorporating less formal, less rigidly academic modes of course communication, which I plan to use again in the future (a Canvas discussion board for posting funny memes, for example, or a class Discord server for discussion and socializing, etc.). Otherwise, however, I plan to keep the course mostly as I taught it.

JPT 1xxx The Anim(e)ted World
Quest 1

I. Course Information

Quest 1 Theme:Justice and Power

Spring 2022

Meeting Day/Time: [TBA]

Location: [TBA]

Primary General Education Designation:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Secondary General Education Designation:

International (N)

This designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Writing Requirement: 2000 words

This course is a Writing Requirement (WR) 2000 course. There will be one 2,000-word final essay.

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

The instructor will provide feedback on the final essay with respect to grammar, punctuation, clarity, coherence, organization, etc. The largest component of the essay grade is an evaluation of whether the essay successfully conveys in writing an argument that is provable, well-organized, and persuasive. See below assignment description for details.

Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.

The UF Writing Studio (http://www.writing.ufl.edu/) is a resource run by the university to guide students through the academic writing process.

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

Instructor Information

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Course Description

This course uses the medium of Japanese animation (anime) to explore social, political, cultural, and economic issues of global relevance today. The premise of this course is that pop culture can treat serious topics and address real issues and challenges facing the world. We will examine anime containing commentary and critique relevant to some of the most pressing modern concerns. Students will both examine various contemporary issues through a close reading of anime texts, and develop skills to analyze pop culture. This is not a survey course of anime or Japanese visual culture, but a course which uses pop texts to discuss a variety of relevant topics. Throughout this course students will confront issues of identity, the environment, gender, capitalism, surveillance, war, power, and other themes through the lens of the humanities. The course will consider how pop cultural texts participate in the conversation on what makes a fair and just society, how we know truth, and how we can even manage conflicts between individuals and groups to form a society in the first place, especially in the face of changing technologies. The focus will be on the operation of power in society in its various forms. The course will examine the relationship between power and knowledge; the power to surveil and know; the relationship between power, security, and terror; society's power to accept and exclude; the power of capital; and the potential for opposition to power. Students will examine how texts produced in the particular social, political, and cultural environment of Japan can have global relevance through today's increasingly interconnected world and comment on issues of relevance to their own lives. At the same time students will learn critical humanities methodologies and—most crucially—how to employ those methodologies to confront the pop cultural texts they consume. Students will also learn some of the tropes and conventions of anime and how they affect its portrayal of social reality. All readings / viewings are in English.

Required & Recommended Course Materials (to purchase/rent)

Materials and Supplies Fees: n/a

Recommended: *Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers)* 9th Edition, University of Chicago Press, 2018

Required: There are no textbooks that need to be purchased. However, you may need to purchase access to one or more video streaming services. All assigned readings are available in Canvas.

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Discussion leader presentation	Some days (those not marked N/A on the course schedule) will have student discussion leaders. Sign up for a day to be a discussion leader by visiting People-> Discussion Leaders in Canvas. You will team up with another student to give an 8-10 minute presentation. Your presentation should focus your classmates' attention on specific features of the day's text(s) that are interesting and the class might talk about. Point out key features, either visual or narrative; identify key plot or character development moments; compare and contrast to earlier works; relate it to readings; show us anything you found surprising or interesting. Your presentation should NOT contain plot summary, we have all just watched the work and know the plot. Instead try to **particularly** reflect on how the viewings address not only issues in Japan but issues relevant globally, and to your own life and experience as well. You should prepare a visual aid to help present your ideas (i.e., Powerpoint). After this quick presentation, you should be prepared to lead the class in a discussion, so your last slide should consist of 2-3 discussion questions about the text that can serve to spark class discussion. Each person should participate more or less equally in the preparation and presentation, and the same grade will be assigned to the whole group.	Class group presentation	15
Class Participation	Since a major aspect of this course is class and group discussion, you should be prepared to participate in these discussions each class day. This means you should have read the assigned reading, viewed the assigned film, and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. Discussions should focus not only on your reaction to the text, but	Participate in all discussions	10

	also analyze how the text relates to your own life and to the pressing issues of our day.		
Blog	You will be required to maintain a blog on tumblr.com and write a post before each class session. For each day's reading(s) and viewing(s), you should jot down about 300 words, or a long paragraph (you can certainly write more, but it is not expected). Try to particularly reflect on: • How the viewings address not only issues in Japan but issues relevant globally. • How the viewings relate (or not) to your own life and experience. • Connections between the assigned academic readings and the viewings, if relevant. This is a learning tool that will help you reflect upon the readings. You should also post a comment on at least one classmate's blog before class each day. This will become a journal of your thoughts. At the end of the course, you will have an opportunity to reflect on how your thoughts about anime and media have changed over the semester. This assignment is graded on completion. As long as you post something of the required length that engages with the text thoughtfully according to the above criteria, and post it on time, you get 100%. Note that this is your own blog that belongs to you: you can keep using it after this class, and you can certainly post other things to it besides class stuff. Just make sure your classmates can find the class posts and that the material is appropriate for class! You should create your blog and email me the URL (i.e., the address username.tumblr.com) by January 10. The graded posts will begin with the reading on January 13 (so the first post is due, to avoid confusion, by 11:59pm on January 12). Note: This blog will be public (although you can make it invisible to search engines) and should only be used for open data: that is, your public thoughts on the anime we watch. You can remain anonymous on your blog, and you should never post identifying information (e.g., your real name) unless you intend to break anonymity. Your blog, and the tumblr.com system, should never be	Maintain a blog and post on each day's viewings, at least ~300 words per class session	10

	used to communicate things that might be considered sensitive or restricted data (e.g., grades or accommodations requests). For such communications, use Canvas or the university email system. All grades, class announcements, etc., will be posted on Canvas.		
SwampCon Participation and Post	As the experiential learning component of the course, students will attend the SwampCon anime convention in March. You will then be required to write a longer (~600 words) blog post about your experience, situating it within our class discussion about youth culture, fandom, and cultural identity formation. Attendance at the con is required, but students with documented, extenuating circumstances should consult with me about possible alternatives.	Attend SwampCon on the UF campus and write a blog post about it, ~600 words	5
Final Essay	There will be one 2,000-word essay. This is an <u>analytical</u> essay that presents a thesis and defends it by citing from the readings or viewings. For this essay at least two secondary sources are required. Scholarly sources are books from academic presses or articles from academic journals. Encyclopedias, newspapers, magazines, personal websites, and organizational websites are <u>not</u> scholarly sources. Neither are unpublished theses or papers, although exceptions are possible. You should cite other scholars *making an argument that supports your argument*, not random or well-known facts. The goal of this paper is to give you a high degree of freedom to explore topics and works that interest you, using the knowledge and analytical skills you have learned in class. You should pick your own work of Japanese anime and develop your own thesis about it. Keep in mind, however, that the main grading criteria are: a) is your thesis strong? and b) do you successfully persuade your reader of your thesis? You must prove a strong thesis that *analyzes* the text and uncovers something new about it. Keep that in mind as you think about what you want to write about. Your essay topic is free, but should be in line with the theme of the class; it should investigate a work of anime in terms of how it comments on or depicts contemporary issues of power, society, gender, economics, politics, etc., that are globally relevant not only in Japan but also in the US and other countries as well.	2,000-word essay	20

	Use the Chicago Manual of Style as a style reference. Use Chicago-style citations in footnotes (NOT author-date), including page numbers.		
Essay Prep Activities	This class is designed with first-year students in mind. Therefore, there will be three class days set aside for preparing for the essay (noted on the class schedule), with the goal of introducing students to the expectations and practices of college writing. Coming to class and participating in the activities (by having drafts prepared or reviewing your peers' essays) is required, but your grade is based on your participation rather than the content of your drafts. • **Day 1: Essay Introduction and brainstorming session** The expectations and themes of the essay will be introduced in class. Students will work together in pairs or groups to brainstorm ideas about texts they want to work with, themes they want to investigate, and possible theses. • **Day 2: Working thesis and essay outline due** On this day students should have a rough, working thesis statement and an outline of the essay. Students will bring these to class and share with their peers for constructive commentary and collaboration. You may go back and refine your thesis after input from other students, so you don't need a final, perfect thesis statement yet, but it should be enough to work an essay around. The essay outline should contain a brief summary of each paragraph you plan to write. Each paragraph outline should contain: what point you will make with that paragraph, how that point supports your thesis, what evidence you will bring in to support that point, and what secondary sources (if applicable) you will bring in to support your argument. • **Day 3: Discovery draft of essay due - peer review**	Participate in in-class essay prep activities, including coming prepared with drafts	5

	On this day students will have completed a "discovery draft." A discovery draft is a rough, freewriting draft that helps you focus your ideas and discover new possibilities and issues through the process of writing. Often we have a good idea for an essay in our heads, but the process of putting those ideas into actual words and structured sentences shows us that there might be unanticipated issues or different possibilities. You don't have to have everything pinned down perfectly or cited meticulously, but you should have attempted to structure all the paragraphs you planned in your outline. Students will bring these drafts to class and review each other's drafts to provide constructive commentary.		
Midterm Exam	The midterm exam will be taken in class, closed book and closed notes.	15	
Final Exam	The final exam will be taken in class during the assigned exam period, closed book and closed notes. The final will be cumulative.	20	

2. Weekly Course Schedule (add/remove rows as needed)

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1	Topic	**Introduction to Anime and Cultural Studies**	
	Summary	The first week will introduce the course, the assignments, and the course expectations. We will also look at some of the key concepts in cultural studies that frame how we talk about a culture or nation and its cultural products. We will also read a broad introduction to anime studies.	
	Readings/Works	Said – *Orientalism* pp. 31-40, 105-108, 231-240. (24 pgs)	
		Norris – "Manga, anime and visual art culture" in *The Cambridge Companion to Modern Japanese Culture* pp. 236-260 (25 pgs)	
	Assignment	Create your blog and send me the URL, begin blog posting	Friday
Week 2	Topic	**Capitalism and Consumerism**	
	Summary	Pop culture, including anime, is itself produced by massive capital flows. Can a meaningful critique of capitalism emerge from within pop? This week examines several texts that critique capitalism and consumerism, and search for an exteriority to it.	
	Readings/Works	Miyazaki – *Spirited Away* (~120 min)	
		Ishizuka – A Place Further than the Universe (~180 min)	
		Haber – "Emancipation from Capitalism?" in *Critical Horizons* vol. 15 pp. 194-205. (12 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 3	Topic	**Power, Terror, and the Surveillance State (1)**	
	Summary	These two weeks examine two anime that comment on the power of the nation-state to surveil its populace and regulate their behavior, especially when faced with new technologies that make both surveillance and terrorism easier.	
	Readings/Works	Shiotani – *Psycho-pass* (~180 min)	
		Foucault – "Panopticism" in *Discipline and Punish* pp. 195-228 (34 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 4	Topic	**Power, Terror, and the Surveillance State (2)**	
	Summary	These two weeks examine two anime that comment on the power of the nation-state to surveil its populace and regulate their behavior, especially when faced with new technologies that make both surveillance and terrorism easier.	
	Readings/Works	Ishihama – *Shin sekai yori* (~180 min)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 5	Topic	**Youth Culture, Youth Identity, and Youth Economic Challenges (1)**	
	Summary	These weeks examine anime that depict the lives, situations, and emerging sociocultural practices of younger generations. We will look at anime that critique the	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		precarity of younger generations' economic situations, anime about finding connection in a digital age, and anime that depicts youth fan culture.	
	Readings/Works	Kamiyama – *Eden of the East* (~180 min)	
		Mouer – "Work Culture" in *The Cambridge Companion to Modern Japanese Culture* pp. 113-129 (17 pgs)	
		Mizushima – *Genshiken* (~90 min)	
		Saito – *Beautiful Fighting Girl* pp. 9-31 (23 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
		SwampCon visit and blog post	SwampCon post due by the end of the week
Week 6	Topic	**Youth Culture, Youth Identity, and Youth Economic Challenges (2)**	
	Summary	These weeks examine anime that depict the lives, situations, and emerging sociocultural practices of younger generations. We will look at anime that critique the precarity of younger generations' economic situations, anime about finding connection in a digital age, and anime that depicts youth fan culture.	
	Readings/Works	Mizushima – *Genshiken* 2 (~90 min)	
		Fiske – "The Cultural Economy of Fandom" in *The Adoring Audience: Fan Culture and Popular Media* pp. 30-49 (20 pgs)	
		Azuma – *Otaku, Japan's Database Animals* pp. 1-18,29-57 (46 pgs)	
		Ito – *Sword Art Online* (~180 min)	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Baudrialard – "Simulation and Simulacara" pp. 1-7	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 7	Topic	**War (1)**	
	Summary	These two weeks will focus on the theme of war, examining in particular two works that remember traumatic World War II memories, and one that reexamines the legacy of WWII and postwar society's memory of it in a scifi future.	
	Readings/Works	Masaki – *Barefoot Gen* (~80 min)	
		Takahata – *Grave of the Fireflies* (~90 min)	
		Stahl – "Victimization and 'Response-ability': Remembering, representing, and working through trauma in *Grave of the Fireflies*' in *Imag(in)ing the War in Japan* pp. 161-202 (42 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 8	Topic	**War (2), Midterm**	
	Summary	These two weeks will focus on the theme of war, examining in particular two works that remember traumatic World War II memories, and one that reexamines the legacy of WWII and postwar society's memory of it in a scifi future.	
	Readings/Works	Tomino – *Mobile Suit Gundam* (~130 min)	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Ashbaugh – "Contesting Traumatic War Narratives" in *Imag(in)ing the War in Japan* pp. 327-353 (27 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
		Midterm Exam	Taken in-class
Week 9	Topic	**Identity and Discrimination**	
	Summary	This week examines several texts that comment directly or indirectly on discrimination. These anime comment on the immense pressure societies exercise to exclude those perceived as different, the difficulty of changing society, and the challenge of carving out a space for freedom and acceptance.	
	Readings/Works	Date – *Naruto* (~130 min)	
		Hosoda – *Wolf Children* (~110 min)	
		Yamada – *A Silent Voice* (~120 min)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 10	Topic	**Gender and Sexuality**	
	Summary	This week's texts comment on the position of women and LGBTQ people vis-à-vis society. We will examine the theme of powerful girls in girls' comics and the feminist	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		critique of them, women's silent struggles with casual inequality in society and the workplace, and institutional and social exclusion of transgender people.	
	Readings/Works	Sato – *Sailor Moon* (~90 min)	
		Newsom – "Girl Power" in *Femspec* vol. 5. pp.57-81 (25)	
		Rarecho – *Aggretsuko* (~75 min)	
		Aoki – *Wandering Son* (~90 min)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 11	Topic	**The Environment and the Anthropocene – Essay Prep 1**	
	Summary	This week examines works with strong environmental commentaries, especially commentary on the Anthropocene. Both works imagine futures where humans live with constrained resources and living spaces as a result of human-caused environmental disasters in the past.	
	Readings/Works	Miyazaki – *Nausicaä of the Valley of the Wind* (~110 min)	
		Kojima – *Xenoblade Chronicles 2* (~120 min)	
		Cobb – "Drama of the Anthropocene" in *The American Journal of Economics and Sociology* vol. 76 pp. 795-818 (24 pgs)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Essay Prep Activity: Introduction and brainstorming	Participate in the in-class brainstorming session
Week 12	Topic	**Nationalism, Conservatism – Essay Prep 2**	
	Summary	Pop culture is a crucial battleground for political ideology, used by both the Left and Right. This week we examine works with themes that are nationalist or conservative. One text is explicitly a work of Japanese neo-nationalism that questions the narrative of Japan's WWII transgressions as a false narrative invented by the Left (i.e., "fake news"). The other texts have much subtler conservative messages but still participate in the construction of a national identity invested in maintaining society as it is, or promote nationalist interpretations of history and international relations.	
	Readings/Works	Kobayashi – *Sensōron* (Excerpts, 42 pages)	
		Foucault – "Method" in *History of Sexuality* pp. 92-102 (11 pgs)	
		Shinkai – *Your Name* (~100 min)	
		Gellner – "A Short History of Mankind" in *Nationalism* pp. 14-30 (17 pgs)	
		Shirohata – *Hetalia Axis Powers* (~80 min)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
		Essay Prep Activity: Working thesis and outline	Bring working thesis and outline to the scheduled class day

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 13	Topic	**Misc – Essay Prep 3**	
	Summary	This week we examine two important texts that do not fit into any particular category. One concerns friction between digital and organic modes of social organization, the other concerns child abuse.	
	Readings/Works	Hosoda – *Summer Wars* (~110 min)	
		Ito – *Erased* (~ 80 min)	
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
		Essay Prep Activity: Discovery draft	Share discovery draft with group members on Canvas before the scheduled class day
Week 14	Topic	**Class Choice**	
	Summary	This week we will examine three anime texts that students decide on through nominations and voting in class the prior week. Students will use the analytical skills they have acquired during the course to examine the themes of justice and power in anime they decide to watch together.	
	Readings/Works	TBA	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Assignment	Blog post for each class day	Blog posts due the midnight before each class session
Week 15	Topic	**Review Week**	
	Summary	The last, short week of class is devoted to review for the final exam and course evaluations	
	Readings/Works	N/A	
	Assignment	Final essay	Due on the last day of class, 11:59 pm
Finals Week	Final	Final Exam	Taken in-class

III. Grading

1. Statement on Participation

Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.

NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

Participation/ Engagement	25 points always came prepared to class and actively participated in all discussions and activities	21 points usually came prepared and participated in discussions without being called on	17 points showed some preparation for class, but needed more to fully participate	13 points showed little preparation for class	9 points showed no preparation for class	4 points did not demonstrate sufficient participation for evaluation	_____ __/25
Respect/ Attention	25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain	18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion	17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active	13 points distracted, inattentive, or disengaged from class activities and discussions	9 points mostly inattentive to class discussions, the instructor, and peers	4 points did not demonstrate sufficient participation for evaluation	_____ __/25
Impact on class	25 points actively made a positive impact on the class	18 points made a positive, although quiet and passive contribution to the class	17 points neutral impact on class process	13 points participated minimally in classroom activities; negative impact on class process	9 points failed to contribute to the class a/o detracted from the class with her/his	4 points did not demonstrate sufficient participation for evaluation	_____ __/25

					negative attitude		
						TOTAL	_____ __/75
COMMENTS							

3a. WR Statements and Grading Rubric

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback, on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."

3. Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	93 – 100% of possible points		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

IV. Quest Learning Experiences

1. Details of Experiential Learning Component

As the experiential learning component of the course, students will attend the SwampCon anime convention in March. Students will then be required to write a longer (~500 words) blog post about your experience, situating it within our class discussion about youth culture, fandom, and cultural identity formation. Attendance at the con is required, but students with documented, extenuating circumstances should consult with me about possible alternatives.

2. Details of Self-Reflection Component

The self-reflection component of the course is the blogs that all students must maintain and write posts on for every class day. They must also comment on their classmates' blogs. They are instructed to

connect the pop culture they are viewing each class to the humanities readers we are doing, reflect on their own understanding of the texts and the texts' relevance to their own lives, and how the viewings address relevant global issues. This is designed to make students begin to view pop reflexively, and critically examine how pop culture can have a commentary relevant to their own lives that can be described by various theoretical approaches in the humanities.

V. General Education and Quest Objectives & SLOs

1. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course Objectives

Humanities Objectives ➔	Quest 1 Objectives ➔	This Course's Objectives ➔ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	Identifies and describes theories and methodologies used in humanities disciplines to examine how pop cultural products address various social, political, economic, and cultural issues relevant globally, including postmodernism, Anthropocene theory, subcultural studies, historicization, and others.	Examining pop cultural texts in combination with relevant theoretical or scholarly work in the humanities, followed by guided class discussions that connect the two.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition.	Develops student ability to argue persuasively about their own ideas about pop cultural texts both orally through class discussion, and in writing through blog posts and an essay.	Class discussions where students learn to identify an develop ideas, plus a final essay that requires students to make formal, persuasive arguments about a pop cultural text.

Humanities Objectives ➔	Quest 1 Objectives ➔	This Course's Objectives ➔ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives.	Analyzes and evaluates essential global issues through analysis of pop culture that grapples with fundamental questions about present-day society.	Examining a variety of anime texts that grapple with many issues relevant globally, especially around the theme of Justice and power, and discussing those themes and the texts' commentary on them in class.
	Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.	Connects course content with students' own lives and media consumption habits as they gain the skills to critically analyze pop culture and media generally outside of the classroom.	Having students maintain a blog that requires students to both put forth their own ideas about a text, and to reflect on each text's connection to their own life and their own media environment.

2. This Course's Student Learning Outcomes (SLOs)—Gen Ed <u>Primary</u> Area and Quest

Humanities + Quest 1 + Course SLOs

	Humanities SLOs ➜ Students will be able to…	**Quest 1 SLOs ➜** Students will be able to…	**This Course's SLOs ➜** Students will be able to…	**Assessment** **Student competencies will be assessed through…**
Content	**Identify, describe, and explain** the history, underlying theory and methodologies used.	**Identify, describe, and explain** the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	**Identify, describe, and explain** theories and methodologies used in humanities disciplines to examine how pop cultural products address various social, political, economic, and cultural issues relevant globally, including postmodernism, Anthropocene theory, subcultural studies, historicization, and others. Students will examine these theories in secondary source readings and learn how to apply them to the primary source texts in class discussion.	Class participation, blog posts, exams

	Humanities SLOs ➜ Students will be able to…	Quest 1 SLOs ➜ Students will be able to…	This Course's SLOs ➜ Students will be able to…	Assessment Student competencies will be assessed through…
Critical Thinking	**Identify and analyze** key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	**Analyze and evaluate** essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	**Analyze and evaluate** essential global issues through analysis of pop culture that grapples with fundamental questions about present-day society. Students will learn to critically view and analyze pop texts through guided class discussion and critical writing.	Class participation, blogs, final essay
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	**Develop and present** clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	**Develop and present** persuasively their own ideas about pop cultural texts, both orally through class discussion, and in writing through blog posts and an essay.	Class presentation, class participation, final essay
Connection	N/A	**Connect course content** with critical reflection on their intellectual, personal, and professional development at UF and beyond.	**Connect course content** with their own lives and media consumption habits to critically analyze the pop culture and media they are already consuming outside of the classroom.	Blogs, class participation

3. Secondary Objectives and SLOs (Optional)

International Objectives (for N co-designation)

International Objectives ➜	This Course's Objectives➜ (This course will….)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by…)
International courses promote the development of students' global and intercultural awareness.	Analyze of works of anime as texts that are rooted in a particular Japanese society and culture but which still critique and discuss issues of relevance globally and to students own lives.	Class participation, exams
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	Examine the economic, political, and social forces which increasingly operate internationally through globalized capital and communication, making foreign pop culture more relevant and relatable than ever before.	Class participation, blogs, final essay
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	Reflect on how certain kinds of popular culture can transcend the cultural particularity of the context in which they were created to become globally appreciated.	Class participation, blogs, final essay

International Student Learning Outcomes (for N co-designation)

	International SLOs ➜ Students will be able to…	Course SLOs ➜ Students will be able to…	Assessment Student competencies will be assessed through…
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Understand the global political, social, and economic forces that operate internationally and affect people's lives in Japan as well as the US.	Class discussion, blog posts, and exams
Critical Thinking	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	Analyze and evaluate essential global issues through analysis of pop culture that grapples with fundamental questions about present-day society.	Class discussion, blog post, class presentation, and final essay

VI. Required Policies

1. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

2. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

3. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

4. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

6. Policy on Recordings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.