

## **THE FLORIDA PROJECT FYS 050, CRN 7342**

**Instructor:** James McNab

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**Office Location** Meredith Hall, Room 10A

**Office Hours** Tuesdays & Wednesdays 10am to Noon, via Zoom. Other times by appointment only.

### **Course Introduction**

*“Here in Florida we have something special we never enjoyed at Disneyland – the blessing of size. There’s enough land here to hold all the ideas and plans we can possibly imagine.”*

– Walter E. Disney, October 22<sup>nd</sup>, 1966 –

In Florida, Walt Disney didn’t want to build a new theme park. He wanted to build an entire new world. This First Year Seminar will explore the development, construction, and operation of Walt Disney World, E.P.C.O.T., and the Reedy Creek Improvement District in central Florida.

Walt Disney World, both literal and figuratively, has been a social, cultural, political, and economic process fraught in both past and present with complications, contradictions, and contestations. This course will take on the (impossible) task of surveying the development of Walt Disney World as both an ideal and a reality. Together, we will ask and begin to answer the question of what Disney World means to us as a society, and what its role is and should be in our world at large.

### **Course Objectives**

FYS courses focus on improving students’ abilities in critical thinking, writing, and information literacy. This FYS will allow students to develop critical writing and thinking skills using the development of Walt Disney World as the impetus for discussion, research, and writing assignments.

Students will gain experience and competencies in the following areas:

- Awareness and Ability of how to conduct research
- Developing problem solving and critical thinking skills
- Ability to synthesize multiple data into a coherent written work
- Acclimate to the college living and learning environment

### **Required Materials**

***Walt Disney and the Promise of Progress City***

by Sam Gennaway

Theme Park Press

ISBN: 1941500269

## ***Realityland: True-Life Adventures at Walt Disney World***

by David Koenig  
Bonaventure Press  
ISBN: 0964060531

Additional resources will be provided during the course and placed within Blackboard. Readings may consist of blog entries, book chapters, journal articles, news articles, videos, or web presentations.

### **Groups and Virtual Meetings**

In light of the current worldwide situation and the impact on our campus and our community, several steps are being taken to ensure everyone's health and safety.

All class meetings will be delivered virtually via Zoom. After the first week of classes, synchronous meetings will occur each Wednesday at the scheduled class time.

The class will be divided into four sub-groups for project work. You will remain in the same group throughout the entire semester. Your assigned group can be found in the My Groups menu in Blackboard.

Office hours will also be offered virtually via Zoom. If you feel that the issue must be addressed face-to-face, please let me know and I will do my best to accommodate you.

### **Assignments**

- 1 final research paper (300 points)
- 1 group presentation (240 points)
- 2 topic papers (120 points each)
- Weekly short entries (10 points each)
- Quizzes & Tutoring Sessions (100 points)

Guidelines and deadlines for each assignment will be detailed in each assignment. Late assignments will be reduced a letter grade per day, or 10% of the total assignment points available.

### **The Writing Workshop**

**The Writing Workshop** serves undergraduate, graduate, and law students who are writing papers and need assistance with individual assignments. You are required to attend The Writing Workshop at least twice during the semester to work on developing writing in response to assignments or as part of a writing project.

### **Grading and Evaluations**

Your grade will be calculated based on the percentage of points earned for all assignments. Scoring and available points will be spelled out so that you are aware of where you stand and how your grade will be impacted by assignments.

<b>Grade</b>	<b>Quality Points</b>	<b>Percentages</b>
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A	4.0	94% - 100%
A-	3.7	90% - 93%
B+	3.3	87% - 89%
B	3.0	84% - 86%
B-	2.7	80% - 83%
C+	2.3	77% - 79%
C	2.0	74% - 76%
C-	1.7	70% - 73%
D+	1.3	67% - 69%
D	1.0	64% - 66%
D-	1.0	60% - 63%
F	0.0	Below 60%

### **Course Policies**

**Academic Dishonesty** will not be tolerated. The penalty for engaging in any form of dishonesty, including plagiarism, will be a grade of "0" on the assignment and may result in failure in the course. See the Drake Student Handbook for further information.

**Attendance** is required for all classes. If you are ill or have a serious problem preventing your attendance, you must contact me prior to class. More than one absence without notification may lead to a failing grade for the course.

**Blackboard** will be used for discussion, assignments, readings, and general communication regarding the course. It is important for you to become familiar with Blackboard and check it regularly, as assignments will be posted there rather than distributed by paper in class.

**Citations** should be in American Psychological Association (APA) style for both in-line sources within the text, as well as for the list of sources cited at the end of the paper. The Purdue OWL maintains a comprehensive list of APA styles at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Classroom Participation** is a substantial part of your learning in this course. You will often be participating in small group work as well as discussions involving the entire class. Your active participation is essential in ensuring that all viewpoints are expressed surrounding a particular subject or issue.

**Disability Accommodations** are coordinated through the Office of Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at 281-1835 or [sds@drake.edu](mailto:sds@drake.edu). If you have a disability and will require academic accommodations in this course, I would be happy to discuss your needs.

**Inclusivity** is strived for in this class. We will value everyone regardless of race, ethnicity, nationality, gender identity and orientation, disability, faith practice, economic class, political views, or anything else we use to divide ourselves. I appreciate your help in creating an environment in which everyone feels safe, supported, included, and encouraged to be themselves, where each person is recognized as a valued member of our community, and where we can discuss divisive issues with the goal of true understanding of others.

**Netiquette** is a key element for participating in the virtual aspects of this course to ensure a safe, collaborative environment. I strongly encourage you to turn on your camera during collaborative exchanges to help sustain a sense of community and co-presence as we learn together. However, doing so is not required; if you have reservations about doing so, please let me know in advance so I can plan accordingly.