



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: IS

Course and Section #: 2000-002

Course Title: Knowledge Integrated: The Eighties

Credits: 3

Course Description

Integrated Studies courses are designed to create discussion and problem solving across discipline areas. The **IS 2000 Knowledge Integrated course** introduces this concept. This course will focus on a particular time period – the 1980s – to help you better understand the meaning, methods, and value of integrated research. What does this mean? It means that rather than a history class or a literature class or a film class, it will be all of these things and more.

The 1980s saw the beginning of a new kind of culture in America – the “blockbuster era.” It was an era of big things: big movies, events, crazes, hair. Some historians have described it as the height of the monoculture: the last decade when nearly everyone experienced a cultural event together, whether the final episode of *M.A.S.H.*, the premiere of Michael Jackson’s *Thriller*, or the phenomenon of *E.T.* While the decade is often characterized as the Reagan Era due to the undeniable influence of the two-term president, pop culture ruled the world. It was the decade of MTV and VHS home videos, Apple computers and Nintendo, Sony Walkmans and synthesizers.

The 1980s have often been labeled an era of greed, conspicuous consumption, and obsession with image; yet this only tells part of the story. Our “texts” for the course will include novels, films, music videos, commercials, articles, and song lyrics.

Drawing on such sources we will investigate a number of issues against the landscape of the Eighties, including nostalgia, identity, the cold war, urban decay, the AIDS crisis, gender bending, and futurism. These topics will not only allow us to better understand one of the most influential decades of the 20th century, but also to draw connections to the world we live in today.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program

Elective Core Requirements in Program

Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Joseph Vogel

Student Learning Outcomes

- Build a foundation of key texts from the 1980s
 - Become aware of a variety of narratives, debates, and themes from the 1980s
 - Understand why and how the 1980s remains relevant and recirculates in the present
 - Become active, curious, critical readers and viewers
 - Write a compelling, culturally situated, interdisciplinary critical analysis
 - Become an expert in 1980s culture and history
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Course Materials and Texts

- **Required Documentaries**
- *The Eighties* (2016) (Available on Prime, YouTube, etc)
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- **Required Commercials**
- Apple/1984 (available on YouTube)
- Morning in America (available on YouTube)
- Pepsi Generation (available on YouTube)
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- **Required Texts**
- *The Handmaid's Tale* by Margaret Atwood (1985) ISBN: 9780385490818
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- **Required Films**
- *E.T.: The Extra Terrestrial* (1982), dir. Steven Spielberg
- *Blade Runner* (1982), dir. Ridley Scott
- *Back to the Future* (1985), dir. Robert Zemeckis
- *The Breakfast Club* (1985), dir. John Hughes
- *Dirty Dancing* (1987), dir. Emile Ardolino
- *Sing Street* (2016), dir. Jon Carney
- Music videos by Michael Jackson, Madonna, Prince, Bruce Springsteen, etc. (available on YouTube)
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- **Required Shows**
- *Stranger Things* (Season 1) Available on Netflix
- "San Junipero" (*Black Mirror*) Available on Netflix
- *The Eighties* (CNN) Available on Netflix

Course Requirements

Course Assignments, Assessments, and Grading Policy

Course Mode: Face-to-Face with Online Components

I will hold regularly scheduled in-class lectures. Online components via Canvas will augment the course. This course has regular due dates and must be completed within the term you are registered. You are expected to attend classes (or watch after posted on Canvas) each week.

Description of how course works:

Canvas is where content, grades, and communications will reside for this course.

Each week you will have a reading/viewing assignments that will parallel material discussed and/or covered in the class lectures. This course content will be tested in a midterm and final. Additionally, students will acquaint themselves with recent events with political and social meaning via online discussions. There will also be an essay assignment that will ask students to pick a particular text from the 1980s and write a critical analysis.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** (if on a block schedule 18+ hours) completing course activities.

Attendance

You are expected to regularly attend class and participate in all activities. Absence from class makes it extremely difficult to be a successful student.

Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service DeskLinks to an external site.](#)*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*

- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

Problem Resolution:

Problems or concerns should be addressed to me first (in most situations). If we are unable to resolve concerns together you may contact Bryan Eldredge, Chair of the Department of Languages and Cultures at eldredbr@uvu.edu

Student Resources

[Student Care Webpage](#)Links to an external site.

Before we start, please be aware that UVU has two webpages you should note. The first is the Student Care page. I encourage you to visit it so you are familiar with the many resources available to students. If your basic needs are not being met, or if life issues are causing you stress and distracting you from your studies, you will not be able to maximize your efforts to educate yourself. The resources available here include food, health, housing, and safety. And watch out for others who might need help but whom might not know these resources exist. If you or anyone you know needs help, you can email care@uvu.edu for assistance.

[Student Success Webpage](#)Links to an external site.

The second is the Student Success page. Here you find find resources aimed at helping you in all sorts of ways ranging from passing your next test, paying for college, and finding a community on campus.

Essential Learning Outcomes

Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:

1. Integrated & Applied Learning
2. Intellectual Practical Skills
3. People of Integrity
4. Professional Competency
5. Stewards of Place
6. Knowledge Foundation

Learn more about [UVU's Essential Learning Outcomes](#)Links to an external site.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Assignment Categories

Activity	Points
Midterm	20%
Formal Paper	30%

Activity	Points
Reading responses	20%
Final	30%

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term.

In the event that you will not be able to meet a due date, contact your instructor as soon as possible. If you are unable to contact the instructor ahead of the due date, you will be expected to provide appropriate documentation such as a doctors note to be allowed to turn in an assignment late.

Assignment and Assessment Descriptions

Assignments:

Formal Paper: see explanation on Canvas Due: **9 April (Wednesday) @ 2:30pm.**

Online assignments (quizzes and discussions): Discussions and quizzes will be on Canvas. These assignments are to either facilitate interactions on a topic or to strengthen our understanding of a concept. Due: **Sunday before midnight.**

The use of generative AI tools is not permitted in this course for the following activities:

Impersonating you in classroom contexts. This means, as an example, using the tool to write your discussion posts.

Writing drafts of your academic essays.

Writing entire sentences, paragraphs or essays to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

It is important to understand both technology's strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and performing rudimentary research. AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues (ie. hallucinations). **It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It frequently generates fake citations and quotations.** It cannot understand the complexities and contexts of human

communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it is trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, I do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with me (in-person or via Teams). If the infraction is very minor or clearly unintentional, there may be no sanctions at all. However, a lowered grade and/or the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

The most serious infractions may lead to me filing an incident report with the Student Conduct office. In this scenario, you have the right to appeal the report with the department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the dean. The dean's decision on the matter will be final.

Academic Dishonesty/Plagiarism:

All work must be original, and each student is expected to uphold the standards of academic honesty. Presenting the work of another as your own, whether through direct copying, plagiarism, forgery, cheating, unintended paraphrasing, and/or inadequate citation practices constitutes plagiarism.

If you do not know how to give credit where it is due, please see me. An assignment that is plagiarized in whole or in part will receive a failing grade, the student producing it will receive a failing grade, and the assignment will be turned over to the administrative supervisors to determine further action. Please remember that plagiarism is grounds for dismissal from the university. Any violation of this code will be vigorously pursued. You can find UVU's plagiarism policy [here](#)Links to an external site..

Discussions:

Found on Canvas and offered to encourage deeper thought about course content. Discussions will be opportunities to explore topics together as a class. Posts to the discussion should add significantly to the conversation and support your point of view. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Assessments:

Midterm: Short essay questions, based on materials from readings and lectures: **26 February (Wednesday) in-class**

Final: Short essay questions, based on materials from readings and lectures: **28 April (Monday) in-class, 1:00-2:50**

Required or Recommended Reading Assignments

Required Documentaries

The Eighties (2016) (Available on Prime, YouTube, etc)

Required Commercials

Apple/1984 (available on YouTube)

Morning in America (available on YouTube)

Pepsi Generation (available on YouTube)

Required Texts

The Handmaid's Tale by Margaret Atwood (1985) ISBN: 9780385490818

Required Films

E.T.: The Extra Terrestrial (1982), dir. Steven Spielberg

Blade Runner (1982), dir. Ridley Scott

Back to the Future (1985), dir. Robert Zemeckis

Ferris Buehler (1986), dir. John Hughes

Dirty Dancing (1987), dir. Emile Ardolino

Top Gun (1986) and *Top Gun: Maverick* (2022)

Music videos by Michael Jackson, Madonna, Prince, Bruce Springsteen, etc. (available on YouTube)

Required Shows

Stranger Things (Season 1) Available on Netflix

"San Junipero" (*Black Mirror*) Available on Netflix

The Eighties (CNN) Available on Netflix

You are responsible for purchasing, renting, streaming, or checking out all films and shows for the class. Please plan screenings well ahead of time, so you are not forced to scramble looking for a copy the night before class. If you have any questions about where/how to find a film please ask the first week of the semester.

Any additional readings will be made available in class and on Canvas.

General Description of the Subject Matter of Each Lecture or Discussion

WEEK 1

M 1/6: Introductions

W 1/8: *The Eighties*, episodes 1-2

WEEK 2

M 1/13: *The Eighties*, episodes 3-5

W 1/15: Commercials

WEEK 3

M 1/20: *MLK DAY - NO CLASS*

W 1/22: *The Eighties*, episodes 6-7

WEEK 4

M 1/27: Music day

W 1/29: *The Handmaid's Tale* by Margaret Atwood, pp. 1-75

<http://www.bbc.com/culture/story/20180425-why-the-handmaids-tale-is-so-relevant-today>Links to an external site.

WEEK 5

M: *The Handmaid's Tale* by Margaret Atwood, pp. 76-140

<http://www.bbc.com/culture/story/20180425-why-the-handmaids-tale-is-so-relevant-today>Links to an external site.

W: *The Handmaid's Tale* by Margaret Atwood, pp. 140-217

WEEK 6

M: *The Handmaid's Tale* by Margaret Atwood, pp. 217-311

W: *The Handmaid's Tale* by Margaret Atwood, final thoughts

WEEK 7

M: *E.T.: The Extra Terrestrial* (1982), dir. Steven Spielberg

Read: <http://www.rogerebert.com/scanners/making-contact-spielbergs-close-encounters-and-et>[Links to an external site.](#)

W: E.T./Spielberg Continued

Formal Paper Discussion/Midterm Exam Review

WEEK 8

M: **MIDTERM EXAM (in class)**

W: M 9/28: *Back to the Future* (1985), dir. Robert Zemeckis

WEEK 9

M: *Blade Runner* (1982), dir. Ridley Scott

W: *Ferris Buehler* (1986), dir. John Hughes

WEEK 10

M: *Dirty Dancing* (1987), dir. Emile Ardolino

W: *Stranger Things* (Season 1) Available on Netflix, Ep. 1-2

<http://www.rollingstone.com/tv/features/stranger-things-how-netflixs-hit-resurrects-the-1980s-W429804>[Links to an external site.](#)

http://www.newyorker.com/books/joshua-rothman/the-infinite-nostalgia-of-stranger-things?mbid=social_twitter[Links to an external site.](#)

WEEK 11

M: *Stranger Things* (Season 1) Available on Netflix, Ep. 3-4

Readings TBD

W: *Stranger Things* (Season 1) Available on Netflix, Ep. 5-8

WEEK 12

M: *Stranger Things* (Season 2) Available on Netflix, Ep. 1-2

Readings TBD

W: *Stranger Things* (Season 2) Available on Netflix, Ep. 3-4

Readings TBD

WEEK 13

M: *Stranger Things* (Season 2) Available on Netflix, Ep. 5-8

W: Final thoughts on *Stranger Things*/Formal Paper Discussion

WEEK 14

M: *Top Gun* (1986)

W: *Top Gun: Maverick* (2022)

FORMAL PAPER DUE

WEEK 15

M 12/2: *Sing Street* (2016), dir. Jon Carney

W 12/4: *Sing Street* (2016), dir. Jon Carney

Final Exam Review

Required Course Syllabus Statements

Generative AI

Statement on AI:

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are skills that must be developed over time. Yet, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

Brainstorming and refining your ideas;

Finding information on your topic;

Checking grammar, mechanics and style.

The use of generative AI tools is not permitted in this course for the following activities:

Impersonating you in classroom contexts. This means, as an example, using the tool to write your discussion posts.

Writing drafts of your film review.

Writing entire sentences, paragraphs or essays to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

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Using Remote Testing Software

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.