TO: UGCC – Meeting 20 November 2015  
FROM: Alan Rosiene, School of Arts & Communication  
SUBJECT: HUM 4085 and Two Language Proposals

The School of Arts and Communication proposes the following:

1. **HUM 4085 Special Topics in Humanities**: Creates a special topics incubator for new Humanities courses at the 4000 level. (ANC and sample syllabus attached)

2. **Two Language Proposals**: A proposal to base language requirements upon proficiency and a proposal to remove the SS designation from language courses. (see attached memo)
# Adding a New Course to the Curriculum

This is a request for reactivation of a course in the system.  
☐ Yes  ■ No

New courses are available beginning with the full term in which they appear in the University Catalog.

**Subject**  
HUM  
**Course No.**  
4085

**Credit Hours**  
3

**Academic Year to be Added to the File**  
Fall 2016

*Justify level if 1000 level+ and no co- or prerequisites.  
Senior standing

**Class Hours**  
45/semester

**Lecture Hours**  
45/semester

**Lab Hours**  
0/semester

**Contact Hours (CEU only)**  
N/A

**Department**  
School of Arts & Communication  
(e.g., Computer Sciences)

**Schedule Type**  
Lecture (A)  
(e.g., Lecture, Lab or Special Topics/Project)

☐ College of Aeronautics – 23  
☐ College of Science – 26  
☐ Extended Studies/NMB College of Business – 90  
☐ College of Engineering – 1  
☐ College of Human-Centered Design, Innovation & Art – 28  
☐ College of Psychology and Liberal Arts – 25

**Computer Title**  
Spec Topics in Humanities  
Restricted to 25 characters, including spaces

This course will be entered into the system as:  
Bi-Level  
Cross-Listed  
Dual-Numbered  
Full-Load  
None of these/Standard Listing  ■

**Catalog Title**  
Special Topics in Humanities

**Catalog Description of Course**  
Restricted to 350 characters, including spaces

Offers focused study of a particular period, movement, or individual with an inter-disciplinary approach. Equips students for high-level critical analysis and intensive writing. Topics announced before registration. (HU) (Requirement: Senior standing.)

This description has been approved by the catalog office.  
Catalog & Curriculum Manager  
Date  
11/12/2015

**In addition, please attach a course syllabus and/or more detailed description.**

**Restrictions**  
☐ Prerequisite  
☐ Corequisite  
☐ Course Number

☐ and  
☐ or

☐ Prerequisite  
☐ Corequisite  
☐ Course Number

☐ and  
☐ or

☐ Prerequisite  
☐ Corequisite  
☐ Course Number

☐ and  
☐ or

**Additional Restrictions**  
☐ and  
☐ or

Senior standing

(e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**Subject**  
Alpha Prefix (e.g., CSE)

**Course No.**  
(Add 1301)

**Term to Inactivate**

☐ Yes  ■ No  
Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.

☐ Yes  ■ No  
Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

☐ Yes  ■ No  
Will this course impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

**Approvals:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

**Registrar's Use Only**

SCACSE  
SCADETL  
SCAPREQ  
SCABASE  
SCARES  
Operator Init.  
Date

**Catalog & Curriculum Manager**  
Date

**Florida Institute of Technology • Office of the Registrar**

150 West University Boulevard, Melbourne, FL 32901-6975 • (321) 674-8114 • Fax (321) 674-7827

RGR-253-915
H4085 Special Topics in History: The British Empire and World War One

Instructor: Matthew Ruane
Class: M, W, F 11:00-11:50 a.m.
Office Phone: x8797
Office: Crawford 625
Office Hrs: M, W, 10-10:50 a.m., 2:00-3:00 pm
E-Mail: mruane@fit.edu
Office Phone: x8797
Office Hrs: M, W, 10-10:50 a.m., 2:00-3:00 pm
or by appt

Course Overview:

“In Flanders fields the poppies blow // Between the crosses, row on row // That mark our place; and in the sky // The larks, still bravely singing, fly // Scarce heard amid the guns below.”

John McCrae, In Flanders Fields, 1915

“We who have known war must never forget war. And that is why I have a picture of a soldier’s corpse nailed to the door of my library.”

Harry Crosby, American Ambulance Driver

This course is an in-depth look at the political, social, cultural, and economic impact of the First World War on the United Kingdom and on the larger British Empire. The course is not a military study of battle, tactics and generals, but one that focuses on who the participants were, from soldiers in the trenches to politicians in the halls of power, from protestors in the street to housewives surviving on the home fronts. Though the effects of battles are important and will not be overlooked, they will be used to examine changes in military strategy, the impact of fighting on the soldiers who fought, how they were viewed by those on the home fronts, and on the growing importance of technological change on modern warfare.

However, you should always remember that this course is a political, social and cultural examination of Great Britain and the British Empire. We will be looking at the home fronts with as much attention as we do the frontlines and the trenches, examining the impact of the first modern industrialized war on western civilization. In the process, we will discuss the impact of war on national politics and policy. The Great War affected all aspects of British and Imperial society, and by the time the course ends, you will have a better understanding on how the average Briton, Australian, Canadian, New Zealander, and South African managed to cope and survive this first modern industrialized war.

Main Texts:
James Joll, The Origins of the First World War
Arthur Marwick, The Deluge: British Society and the First World War
Edward Paice, World War I: The African Front
Gary Sheffield, Morale and Command: The British Army on the Western Front 1914-1918
Mark Sheftall, Altered Memories of the Great War: Divergent Narratives of Britain, Australia, New Zealand and Canada
Trevor Wilson, The Myriad Faces of War: Britain and the Great War, 1914-1918
Angela Wollacott: On Her Their Lives Depend: Munitions Workers in the 1st World War
Grading:
Class Participation: 20%
1 Term Paper, 20-25 pages: 40%
Midterm Examination: 20%
Final Examination: 20%

ATTENDANCE IS REQUIRED AT ALL LECTURES. If you do not attend at least 75% of the required lectures, you may receive an “F” grade for this course at the discretion of the instructor.

Class participation is considered vital for your ability to succeed in this class. This means that you must come to class prepared to discuss the assigned readings and to ask questions about anything you do not understand. Your commitment to this class and being an active participant will be reflected in your final grade.

The midterm and final examinations will be held in class and consists of short-essays from which you will choose to answer at least two essays. The final exam will be similar to the midterm examination in format and will be held during final exam week. The final exam is non-cumulative and is identical in format to the midterm examination. Grades will not be curved. There will be no make up quizzes or exams given in this course. If you cannot make an exam or quiz, you will forfeit that grade and there are very limited exceptions to this rule.

The term paper details will be handed out separately. The term paper will be related to one of the topics covered in class and will be chosen in consultation with the instructor. The paper will require both primary and secondary research. Please see the attached term paper guidelines for more details on this assignment. NO LATE PAPERS WILL BE ACCEPTED!

Any form of academic dishonesty will result in an “F” grade for this course. You are responsible for knowing all Florida Tech academic dishonesty policies. Further, I may submit-or require you to submit-any or all written work for this course to an on-line plagiarism detection service. By submitting written work in this course you give me your express consent to: 1) transmit it over the internet, and 2) sublicense it without compensation to any plagiarism detection service on an ongoing basis. http://www.fit.edu/current/documents/plagiarism.pdf

Finally, this course covers a great deal of ground in the fifteen or so weeks assigned to us. This requires that you attend lectures regularly and, more importantly, keep up with the reading assignments. If for some reason you fall behind or you have any problems, do not hesitate to see me during office hours or call me and we will try and set things right. If you wait until it is too late, it usually is.
**Syllabus**

Section 1: Weeks 1 & 2  
Introduction  
James Joll, *The Origins of the First World War*  
Begin: Trevor Wilson, *The Myriad Faces of War: Britain and the Great War, 1914-1918*

Section 2: Weeks 3 & 4  
The War of Illusions, 1914-1916  
Arthur Marwick, *The Deluge: British Society and the First World War*

Section 3: Weeks 5 & 6  
Recruitment and Surviving in the Trenches  
Gary Sheffield, *Morale and Command: The British Army on the Western Front 1914-1918*

**Film Night on Wednesday: My Boy Jack**

Section 4: Weeks 7 & 8  
The British Home Front, Part One  
Finish: Trevor Wilson, *The Myriad Faces of War: Britain and the Great War, 1914-1918*

**Midterm**

Section 5: Weeks 9 & 10  
The British Home Front, Part Two  
Angela Wollacott: *On Her Their Lives Depend: Munitions Workers in the 1st World War*

**Film Night on Wednesday: Behind the Lines**

Section 6: Weeks 11 & 12  
The British Empire at War: Canada, Australia and New Zealand  
Mark Sheftall, *Altered Memories of the Great War: Divergent Narratives of Britain, Australia, New Zealand and Canada*

Section 7: Weeks 13 & 14  
The British War In Africa and the Middle East  
Edward Paice, *World War I: The African Front*

**Film Night on Wednesday: Gallipoli**

Section 8: Weeks 15 & 16  
The Aftermath
Language Courses at Florida Tech: Two Proposals

The range of language courses we offer at Florida Tech should cover starting a new language (LNG 1xxx), developing a language already studied (LNG 2xxx), and brushing up on language skills (LNG 3xxx). Currently we offer Spanish at all three levels, French and German at the first two, and Italian and Chinese at the first level. Russian is currently offered as a HUM 2085 Critical Approaches topic, but we intend to propose LNG 1xxx courses for Russian soon.

A. Language Proficiency. Many universities have a language requirement for the B.A., usually requiring proficiency equal to completion of three or four semesters of college level work (LNG 2x1 or LNG 2xx2). Florida Tech has only a few programs with a language requirement, and all are in the College of Psychology and Liberal Arts: School of Arts and Communication degrees require four courses (12 credits) and several Psychology degrees require two semesters (6 credits). In addition, intermediate level language courses (3-6 credits) are acceptable restricted electives for Business Administration—Global Management and Finance.

Proposal 1: Rephrase the language requirement to accord with proficiency, not a specific number of courses, semesters, or credits. The School of Arts and Communication will require proficiency equal to completion of four semesters of college level work; applicable Psychology programs will require proficiency equal to completion of two semesters of college level work. Global Management should not be affected by this change.

Note: To support this proposal, equivalency credit for AP and CLEP language exams has recently been updated to bring Florida Tech assessments in line with Florida state norms:

AP 4 or 5 for French, German, or Spanish equals Intermediate 1 and Intermediate 2.
AP 4 or 5 for Chinese, Italian, Japanese, or Latin equals LNG 2xxx (6 credits).
CLEP 64 for French 1 equals Elementary 1 and Elementary 2.
CLEP 69 for French 2 equals Elementary 1, Elementary 2, and Intermediate 1.
CLEP 59 for German 1 equals Elementary 1 and Elementary 2.
CLEP 67 for German 2 equals Elementary 1, Elementary 2, and Intermediate 1.
CLEP 56 for Spanish 1 equals Elementary 1 and Elementary 2.
CLEP 68 for Spanish 2 equals Elementary 1, Elementary 2, and Intermediate 1.

Students will be able to satisfy any Florida Tech language requirement with an AP 4 or 5. Students with the requisite scores on a CLEP exam can satisfy the Psychology language requirement and obtain 3 credits of restricted elective for Global Management. Humanities and Communication majors will not be able to “CLEP out” of the language requirement for the School of Arts and Communication, and Business Administration students with CLEP credit will need to take Intermediate 2 if they desire 6 credits of restricted elective.

Note: We may wish to consider giving Intermediate 1 credit for an AP 3. This is done in the state system and could help us with proper language placement.
B. Language electives. Universities without a language proficiency requirement tend to bundle language electives with humanities and/or fine arts electives, although many of these schools do not count language electives as humanities or fine arts electives for the purposes of general education. In addition, universities that do give HU credit for language courses may have further restrictions. For instance, Georgia Tech only gives HU credit for LNG 1xx1 classes after the student has successfully completed LNG 1xx2 or higher. In any case, the vast majority of universities do not consider courses in classical and modern languages to be social science electives. Linguistics, psycholinguistics, and sociolinguistics are social sciences, but languages are not.

Proposal 2: Remove the SS designation from all LNG courses, but keep the HU designation without restriction. Consider adding the LA designation to all LNG courses to replace the SS designation.

As we prepare to offer an International Studies Minor as part of QEP 2, we should keep in mind that the study of languages is a key component of any program seeking to prepare our students for the global workforce. Clarifying language proficiency requirements and calibrating test scores with the Florida state norms required to achieve them gives our students more opportunities to earn credits for previous language study, helps teachers place students at the proper level, and may encourage some students to pursue advanced work. Removing the SS designation from languages brings Florida Tech in line with other universities and helps us to focus on the HU value of languages as we pursue QEP2.

Respectfully submitted to the UGCC,

Alan Rosiene
Program Chair
English and Languages
November 13, 2015