TO: Undergraduate Curriculum Committee
FROM: Lisa Perdigao, Assistant Vice President, Honors College
DATE: November 15, 2019
SUBJECT: Honors Seminar, Honors Special Topics, and Honors Research Courses

The Honors College proposes the following new courses:

**HON 2001: Honors Seminar**
HON 2000: Honors Seminar, a 3-credit Humanities course that fulfills the General Education Core Humanities elective, is a required course for freshmen and sophomores entering the Honors College. We are proposing to offer a second version of the Honors Seminar, HON 2001, that fulfills the General Education Core Social Science requirement. HON 2001, like HON 2000, is interdisciplinary in focus, in this case, featuring the intersection between the social sciences and STEM fields. HON 2001 provides us with flexibility in faculty resources as it can be taught by Law, Communication, Political Science, Psychology, and Business faculty members and it fulfills requirements for students who have met the General Education Core Humanities elective requirement. We plan to rotate our offerings between the two versions of the course.

**HON 1020, HON 2020, HON 3020, and HON 4020: Honors Special Topics**
Honors Special Topics courses expand our Honors offerings without duplicating entries in the current course catalog. Many units on campus offer Special Topics in their disciplines that can be cross-listed with Honors Special Topics to fulfill program requirements. The topics will be reviewed by the Honors College and the schedule of Honors courses can be built in advance to support student success in meeting the requirements.

**HON 2990, HON 2991, and HON 4991: Honors Research Experience 1, 2, and 3**
Honors Research Experience courses expand our Honors offerings and provide research opportunities for Honors College students. For units that offer Undergraduate Research for credit, Honors Research Experience can be cross-listed. For units without Undergraduate Research courses, Honors Research Experience provides a space for research in their program plans. HON 2990 and HON 2991 are 1- and 2-credit pass/fail courses while HON 4991 is a 3-credit graded course that requires a semester project (e.g., conference presentation, poster presentation, or paper for publication). Faculty have a range of options with Honors Research Experience to fit their and their students’ needs.
FLORIDA TECH

ADDING A NEW COURSE TO THE CURRICULUM

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

SUBJECT Honors College
COURSE NO.* 2001
CREDIT HOURS 3
ACADEMIC YEAR TO BE ADDED TO THE FILE Fall 2020
*Justify level if 1000-level and no co- or prerequisites

CLASS HOURS 45/semester
LECTURE HOURS 45/semester
LAB HOURS 0/semester
CONTACT HOURS (CEU ONLY) N/A

DEPARTMENT Honors College
COLLEGE OF AERONAUTICS—23
COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25

SCHEDULE TYPE Seminar (U)
(Lecture, Lab or Special Topics/Project)

COMPUTER TITLE Honors Seminar

REQUISITE

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

CATALOG TITLE Honors Seminar

CATALOG DESCRIPTION OF COURSE: Restricted to 350 characters, including spaces

Focuses on the intersection between social sciences and STEM fields. Includes guest lecturers from various disciplines. Emphasizes analysis and synthesis of sources. May be repeated for a maximum of six credits, provided topics change. (Requirement: Instructor approval.) (SS)

This description has been approved by the catalog office

10-23-2019
Catalog & Curriculum Manager

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

RETRictions

Prerequisite ONLY ☐ Corequisite ONLY ☐ BOTH Prerequisite/Corequisite ☐ and ☐ or

Course Prefix/Number
Prerequisite ONLY ☐ Corequisite ONLY ☐ BOTH Prerequisite/Corequisite ☐ and ☐ or

Course Prefix/Number
Prerequisite ONLY ☐ Corequisite ONLY ☐ BOTH Prerequisite/Corequisite ☐ and ☐ or

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Course Prefix/Number
Prerequisite ONLY ☐ Corequisite ONLY ☐ BOTH Prerequisite/Corequisite ☐ and ☐ or

ADDITIONAL RESTRICTION ☐ and ☐ or Instructor approval

Please indicate old course information and the date/term the course may be removed from the system:

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 impacted.

Yes ☐ No ☐ Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

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.

Chair, Graduate Council Date 11/19/19
Chair, Undergraduate Curriculum Committee Date 11/19/19

**Chair, APAC Date

CATALOG & CURRICULUM MANAGER

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

SCARSE SCADETL SCAPREQ SCABASE ACATALOG
SCHARRES CIP Code 24.0199 Operator Init.

Catalog & Curriculum Manager Date

REGISTRAR’S USE ONLY

Florida Institute of Technology • Office of the Registrar
150 West University Boulevard, Melbourne, FL 32901-6975 • 321-674-8114 • Fax 321-674-7827

RGR-384-219
HON 2001: Honors Seminar
Technology and Civil Liberties
Fall XXXX
Dr. Souris Smith
class time: TBA
office hours: TBA
office: Crawford 521
phone: 321-674-8237
email: rsourissmith@fit.edu

Course Description:
Emerging technologies raise novel questions about how to safeguard civil liberties, particularly freedom of expression, privacy, due process, and autonomy. This course offers an interdisciplinary approach to examining the promises and perils of technology, through literature, philosophy, and law. Together, we will investigate how emerging technologies have interacted with, and shaped, civil liberties in America, with a broader interest in thinking globally about technology and human rights. Throughout the course, students will be encouraged to develop and defend their own views as to whether the technology-based concerns presented in dystopian novels we will read at the start of the semester express real dangers for the future of some of our most cherished civil liberties.

Required Texts:
George Orwell, Nineteen Eighty-Four
Aldous Huxley, Brave New World
Jeffrey Rosen and Benjamin Wittes (eds.) Constitution 3.0: Freedom and Technological Change
Other readings found in PDF form on Canvas

Film and Video:
http://www.kaltura.com/index.php/extwidget/preview/partner_id/959492/uiconf_id/11821001/embed/auto?&flashvars[streamerType]=auto&flashvars[playlistAPI.kpl0Id]=1_pu06bvjw

Policies and Procedures

Grading:
Responses (5) 50%
Final Essay (10-12 pages) 30%
Presentation 10%
Class Participation 10%

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F
A response is a 2-3-page (500-750 words) analysis that answers one of the prompts that I will provide on the texts. A response template and rubric are provided on Canvas.

The final essay consists of 10-12 pages (2500-3000 words) written in MLA format and includes a works cited page, which is not included in the page/word count. The essay must be typed; use a standard 12-point font with margins of approximately 1\(\frac{1}{4}\) inches.

For the presentation, you and your partner(s) will choose one of the required texts and compare it to another text (novel, short story, film, television series, or graphic novel), highlighting its main ideas/themes and its connections to the selected text. You will have 10 minutes for your presentation.

Students are required to submit their responses and final essay on Canvas on the assigned date. Failure to submit responses and final essay on Canvas on the due date will lead to a reduced grade (5 points each day that the assignment is late) and possible failure of the assignment.

Academic Dishonesty will be handled in accordance with Florida Tech’s policies that can be found at https://www.fit.edu/policies/student-handbook/standards-and-policies/academic-honesty/. Cheating and plagiarism will result in failure of assignment and/or failure of the course; it will be reported to the Dean of Students and recorded in your permanent student file. Dishonest conduct may lead to formal disciplinary proceedings. Be certain that you are familiar with Florida Tech’s academic dishonesty policy. You can find more information about plagiarism and properly citing material at https://libguides.lib.fit.edu/plagiarism

Attendance is required. Absenteeism and tardiness will adversely affect your final grade. If you miss more than 10% of the classes, you run the risk of failing the course. You are responsible for all of the work that you miss. Since this class is not primarily a lecture course, participation is expected. Informed in-class participation demonstrates your engagement with the readings and is reflected in your final grade.

What is Title IX?
Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

Reporting: Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

Florida Tech is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact Linda Jancheson, Title IX Coordinator, at 321-674-7277 or ljancheson@fit.edu.
* Please note that as your professor, I am required to report any incidents to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 321-674-8050.

Academic Accommodations
Florida Tech is committed to equal opportunity for persons w/disabilities in the participation of activities operated/sponsored by the university. Therefore, students w/docuemented disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting w/accommodations, providing recommended interventions, and engaging in case management services. It is the student’s responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students w/approved accommodations are encouraged to speak w/the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Disability Services (ODS) Telephone: 321-674-8285 Email: disabilityservices@fit.edu Website: www.fit.edu/disability
Course Schedule

Mon. Aug 19  Welcome to the Course

Technology and Dystopia

Mon. Aug 26  Huxley, *Brave New World*, pp. 75-150
Mon. Sept. 2  Labor Day – No Class
Wed. Sept. 4  Huxley, *Brave New World*, pp. 225-end
             *Response 1 Due*
Mon. Sept 9  Orwell, *Nineteen Eighty-Four*, pp. 1-75
Wed. Sept. 11  Orwell, *Nineteen Eighty-Four*, pp. 75-150
Mon. Sept. 16  Orwell, *Nineteen Eighty-Four*, pp. 150-225
             *Response 2 Due*

Technology and Civil Rights

Privacy

Mon. Sept. 23  Muller, “Who’s Afraid of 1984,” MIT Technology Review
Simmons, “Why 2007 is Not Like 1984: A Broader Perspective on
Technology’s Effect on Privacy and Fourth Amendment
Jurisprudence”

Wed. Sept. 25  Rosen, “Technological Change and the Constitutional Future”
Slobogin, “Is the Fourth Amendment Relevant in a Technological
Age?”

Goldsmith, “Cyberthreat, Government Network Operations”

and Free Speech”
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Mon. Oct. 7</td>
<td>Le Morvan, “Information, Privacy, and False Light”</td>
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<td>Robison, “Digitizing Privacy”</td>
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<td></td>
<td><strong>Response 3 Due</strong></td>
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<td>Mon. Oct 14</td>
<td>Columbus Day – No Class</td>
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<td>Wed. Oct 16</td>
<td>Lyon, “From Big Brother to Electronic Panopticon”</td>
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<td>Manokha, “Surveillance, Panopticism, and Self-Discipline in the Digital Age”</td>
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<td><strong>Due Process and Punishment</strong></td>
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<tr>
<td>Mon. Oct 28</td>
<td>Greene and Cohen, “For the law, neuroscience changes nothing and everything”</td>
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<tr>
<td>Wed. Oct 30</td>
<td>Simpson, “Functional fMRI Lie Detection: Too Good to be True?”</td>
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<td>Boundy, “The Government Can Read Your Mind: Can the Constitution Stop It?”</td>
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<td>Mon. Nov 4</td>
<td>Morse, “Neuroscience and the Future of Personhood and Responsibility”</td>
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<td>Sifferd, “Changing the Criminal Character: Nanotechnology and Criminal Punishment”</td>
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<td>Rhodes, “Supermax as a Technology of Punishment”</td>
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<td><strong>Response 4 Due</strong></td>
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<td>Mon. Nov 11</td>
<td>Veteran’s Day – No Class</td>
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<td><strong>Autonomy</strong></td>
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<td>Topic</td>
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<td>Mon. Nov 18</td>
<td>Robertson, “Reproductive Rights and Reproductive Technology in 2030”</td>
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<td><strong>Response 5 Due</strong></td>
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<td>Wed. Nov 27</td>
<td>Thanksgiving Break—No Class</td>
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<td>Mon. Dec. 2</td>
<td>Presentations</td>
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<tr>
<td>Wed. Dec. 4</td>
<td>Presentations</td>
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<tr>
<td>Mon. Dec. 9</td>
<td><strong>Final Paper Due</strong></td>
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New courses are available beginning with the fall term in which they appear in the University Catalog.

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<th>SUBJECT</th>
<th>HON</th>
<th>COURSE NO.</th>
<th>1020</th>
<th>CREDIT HOURS</th>
<th>3</th>
<th>ACADEMIC YEAR TO BE ADDED TO THE FILE</th>
<th>Fall 2020</th>
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<td>(e.g., CSE)</td>
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<td>(e.g., 1301)</td>
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*Justify level if 1000-level and no co- or prerequisites

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<th>LECTURE HOURS</th>
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<th>LAB HOURS</th>
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<th>CONTACT HOURS (CEU ONLY)</th>
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DEPARTMENT

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<th>Honors College</th>
<th>(e.g., Biological Sciences)</th>
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<td>College of Aeronautics—23</td>
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<tr>
<td>College of Psychology and Liberal Arts—25</td>
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<tr>
<td>College of Engineering and Science—30</td>
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<td>Nathan M. Bisk College of Business—24</td>
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SCHEDULE TYPE

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<tr>
<th>Special Projects/Topics (S)</th>
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COMPUTER TITLE

| Honors Special Topics |

This course will be entered into the system as:

- Bi-Level
- Cross-Listed
- Dual-Numbered
- Full-Load
- None of these/Standard Listing

CATALOG TITLE

| Honors Special Topics |

CATALOG DESCRIPTION OF COURSE

Restrictto 350 characters, including spaces

Presents honors students topics of special interest offered by various academic areas. Topics announced before registration. May be repeated provided topics change. (Requirement: Instructor approval and freshman standing.)

This description has been approved by the catalog office.

Catalog & Curriculum Manager

Date: 10-23-2019

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

RESTRICTIONS

<table>
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<tr>
<th>Prerequisite ONLY</th>
<th>Corequisite ONLY</th>
<th>BOTH Prerequisite/Corequisite</th>
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GRADES TO BE ISSUED

- A, B, C, D, F
- A, B, C, D, F, CEU/Audit
- CEU
- S, U
- P, F
- Other

ADDITIONAL RESTRICTION

Restrict to 25 characters, including spaces

Please indicate old course information and the date/term the course may be removed from the system:

- Yes
- No

Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.**

Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

Will this course impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program impacted.

Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

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.

Chair, Graduate Council

Date

Chair, Undergraduate Curriculum Committee

Date

Catalog & Curriculum Manager

Date

REGISTRAR'S USE ONLY

SCACRSE | SCADETL | SCAPREQ | SCABASE | ACATALOG |
--------|---------|---------|---------|---------|

SCARREL | CIP Code | 24.0199 | Operator Init. | 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 384-219
FLORIDA TECH

ADDING A NEW COURSE TO THE CURRICULUM

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

SUBJECT NO. 2020 CREDIT HOURS 3 ACADEMIC YEAR TO BE ADDED TO THE FILE Fall 2020
(e.g., CSE) (e.g., 301)
*Justify level if 1000-level and no co- or prerequisites Restricted to instructor approval

CLASS HOURS 45/semester LECTURE HOURS 45/semester LAB HOURS 0/semester CONTACT HOURS (CEU ONLY) N/A

DEPARTMENT Honors College
(e.g., Biological Sciences)
  □ COLLEGE OF AERONAUTICS—23
  □ COLLEGE OF AERONAUTICS
  □ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
  □ COLLEGE OF ENGINEERING AND SCIENCE—30
  □ NATHAN M. BISK COLLEGE OF BUSINESS—24

SCHEDULE TYPE Special Projects/Topics (S)
(e.g., Lecture, Lab or Special Topics/Project)

COMPUTER TITLE Honors Special Topics
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 Honors Special Topics

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces

 Presents honors students topics of special interest offered by various academic areas. Topics announced before registration. May be repeated provided topics change. (Requirement: Instructor approval and sophomore standing.)

This description has been approved by the catalog office ______

Catalog & Curriculum Manager Date

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

Grades to be issued
□ A, B, C, D, F
□ A, B, C, D, F, CEU/Audit
□ CEU
□ S, U
□ P, F
□ Other

Restrictions
□ Prerequisite ONLY □ Corequisite ONLY □ BOTH Prerequisite/Corequisite □ and □ or

Course Prefix/Number

Please indicate old course information and the date/term the course may be removed from the system:

□ 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 impacted.
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Chair, Graduate Council Date

Department Head/Program Chair Date

Dean of Associate Dean Date

**Chair, APAC

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-384-219
HON 2020: Honors Special Topics
*Cross-listed with HUM 2085: Critical Approaches to Humanities and Social Sciences
Fairy Tales
Fall XXXX
Dr. Perdigao

class time: T Th 12:30-1:45 pm
office hours: W 12:00-1:00 pm; T R 2:00-3:00 pm
and by appointment
office: 3100 Country Club Road
phone: 321-674-8370
email: lperdig@fit.edu

Course Description:
Fairy tales are stories about transformation and are productive sites for exploring the process of adaptation. When traditional fairy tales are adapted into new texts and new media, they represent both the seemingly timeless themes of the fairy tales as well as the concerns of their contemporary societies. In this course, we will focus on the stories of Peter Pan, Snow White, Little Red Riding Hood, Beauty and the Beast, and Cinderella, analyzing the early versions of the fairy tales written by the Brothers Grimm, Jeanne-Marie Leprince de Beaumont, and J. M. Barrie and examining how those stories are adapted in contemporary works. By studying various types of retellings (critical interpretations, novels, films, and television series) we will examine how fairy tales continue to resonate in the postmodern world, offering us reimaginings of classic tales to reflect modern worldviews.

Required Texts:
Alex Flinn, Beastly (HarperTeen; ISBN: 9780061963285)
Marissa Meyer, Cinder (Square Fish; ISBN: 9781250007209)

Policies and Procedures

Grading:
Quizzes 20%
Responses 30%
Midterm Exam 20%
Final Exam 30%

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

A response is a 1-2-page (250-500 words) analysis that answers one of the prompts that I will provide on the texts. A response template and rubric are provided on Canvas.

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Class Schedule

August 20  Introduction
August 22  Reading: J. M. Barrie’s Peter Pan (Introduction, vii-xxvii; Ch. I-VII, 5-72)
August 27  Reading: J. M. Barrie’s Peter Pan (Ch. VIII-XVII, 73-153)
August 29  Finding J. M. Barrie
Viewing: Marc Forster’s Finding Neverland (101 min.)
September 3  Reading: Maria Tatar, “Why Fairy Tales Matter” (Canvas)
September 5  
Reading: “The Three Little Men in the Woods” (39-45) and “Snow White and Rose Red” (243-250)  
**Quiz 1**

September 10  
A Postmodern Snow White  
Reading: Reading: Reading: Anatomy of Film (Chapter 1: 1-20; Chapter 8: 268-281[examples: 281-313])  
Viewing: Rupert Sanders’s Snow White and the Huntsman (127 min.)

September 12  
Reading: Grimm Reader, A. S. Byatt Introduction (ix-xix), Maria Tatar, “Reading the Brothers Grimm” (xxi-xxxix), “Jacob and Wilhelm Grimm” (283-294)  
**Response 1**

September 17  
Reading: Grimm Reader, “The Juniper Tree” (143-154)  
Viewing: Once Upon a Time, “Fruit of the Poisonous Tree”

September 19  
Reading: Grimm Reader, “Little Red Riding Hood” (94-99) and “Hansel and Gretel” (46-54)

September 24  

September 26  
Reading: Grimm Reader, “Preface to Volume I of the First Edition of Children’s Stories and Household Tales” (295-303)  
Viewing: Grimm, “Pilot”

October 1  
Reading: Anatomy of Film (Chapter 3: 51-98; Chapter 4: “The Reflexive Film,” 165-177; Chapter 6: Film Subtext, 200-204)  
**Quiz 2**  
**Response 2**

October 3  
Reading: Grimm Reader, “Rumpelstiltskin” (179-182)  
Viewing: Once Upon a Time, “Red-Handed”

October 8  
Reading: Grimm Reader, “The Frog King, or Iron Heinrich” (3-8), The Fisherman and His Wife” (55-65), “The Robber Bridegroom” (129-133), “Fitcher’s Bird” (138-142)

October 10  
**Midterm exam**

October 15  
**Fall Break—no class**

October 17  
Reading: Alex Flinn, Beastly

October 22  
Reading: Alex Flinn, Beastly  
**Response 3**

October 24  
Reading: Alex Flinn, Beastly
October 29  Reading: Alex Flinn, Beastly
               Quiz 3

October 31  Grimm Reader, “The Singing, Soaring Lark” (209-215) and “Hans Dumm” (270-272)

November 5  Redefining Monstrosity
               Viewing: Daniel Barnz’s Beastly (86 min.)

November 7  Reading: Grimm Reader, “The Seven Ravens” (90-93), “Cinderella” (77-85),
               “Rapunzel” (33-38), “Briar Rose” (162-166)
               Response 4

November 12 Fragmented Selves
               Viewing: Darren Aronofsky’s Black Swan (108 min.)

November 14 Reading: Marissa Meyer, Cinder

November 19 Reading: Marissa Meyer, Cinder
               Quiz 4

November 21 Reading: Marissa Meyer, Cinder

November 26 Reading: Marissa Meyer, Cinder
               Reading: Anatomy of Film (Chapter 6: 200-202; 219-226)

December 3  Reading: Grimm Reader, “The Goose Girl” (216-223)
               Viewing: Guillermo del Toro Pan’s Labyrinth (118 min.)
               Reading: Anatomy of Film (“Pan’s Labyrinth,” 339-343)
               Response 5

December 5  Colliding with Reality: The Place of Fairy Tales in the Postmodern World

December 10 Final exam
FLORIDA TECH

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

SUBJECT  H O N  COURSE NO.  3  0  2  0  CREDIT HOURS  3  ACADEMIC YEAR TO BE ADDED TO THE FILE  Fall 2020

*Justify level if 1000-level and no co- or prerequisites

ACADEMIC YEAR TO BE ADDED TO THE FILE  (e.g., Fall 2018)

DEPARTMENT Honors College

LEARNING HOURS  45/semester  LECTURE HOURS  45/semester  LAB HOURS  0/semester  CONTACT HOURS (CEU ONLY)  N/A

ACADEMIC YEAR TO BE ADDED TO THE FILE

COMPUTER TITLE  Honors Special Topics

SCHEDULE TYPE  Special Projects/Topics (S)

COMPUTER TITLE  Restricted to instructor approval

This course will be entered into the system as:

□ Bi-Level □ Cross-Listed □ Dual-Numbered □ Full-Load □ None of these/Standard Listing

CATALOG TITLE  Honors Special Topics

CATALOG DESCRIPTION OF COURSE

Restricted to 350 characters, including spaces

CATALOG DESCRIPTION OF COURSE

Restricted to 25 characters, including spaces

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

RESTRICKTIONS  □ Prerequisite ONLY □ Corequisite ONLY □ BOTH Prerequisite/Corequisite □ and □ or

Course Prefix/Number

□ Prerequisite ONLY □ Corequisite ONLY □ BOTH Prerequisite/Corequisite □ and □ or

Course Prefix/Number

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Course Prefix/Number

□ Prerequisite ONLY □ Corequisite ONLY □ BOTH Prerequisite/Corequisite □ and □ or

Course Prefix/Number

ADDITIONAL RESTRICTION  □ and □ or  Instructor approval

Please indicate old course information and the date/term the course may be removed from the system:

□ 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 impacted.

□ Yes ☐ No  Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

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.

Chair, Graduate Council

Date

Chair, Undergraduate Curriculum Committee

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

REGISTRAR'S USE ONLY

SCADISRC  SCADETL  SCAPREQ  SCABASE  ACATALOG

SCARRIES  CIP Code  24.0199  Operator Init.  Date
HON 3020: Honors Special Topics
*Cross-listed with HUM 3285: Special Topics in Literature
Americans in Paris
Spring XXXX
Dr. Perdigao

class time: M W F 1:00 pm
office hours: W 12:00-1:00 pm; T R 2:00-3:00 pm
and by appointment
office: 3100 Country Club Road
phone: 321-674-8370
email: lperdigao@fit.edu

Course Description:
Ernest Hemingway’s statement “If you are lucky enough to have lived in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a moveable feast” reflects the American writer’s sense of the influence of the City of Light on his imagination. Like Hemingway, generations of American writers and artists have traveled to Paris, and their works represent a range of representations of the city. While American writing about Paris dates back centuries, Stein wrote that “Paris is where the twentieth century was,” highlighting the city’s central location in modern history. In this course, we will explore how American writers, artists, and filmmakers living in and visiting Paris reflect how the City of Light is—and has become—a site for celebration, nostalgia, and remembrance.

Texts:
Ernest Hemingway, The Sun Also Rises (Scribner; ISBN: 9780743297332)
Hemingway, A Moveable Feast (Scribner; ISBN: 9781439182710)
F. Scott Fitzgerald, Tender is the Night (Scribner; ISBN: 9780684801544)

Policies and Procedures

Grading:
Responses 30%
Presentation 10%
Short essay (5-7 pages) 20%
Long essay (10-15 pages) 40%

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

A response is a 1-2-page (250-500 words) analysis that answers one of the prompts that I will provide on the texts. A response template and rubric are provided on Canvas.
For the presentation, you will choose one of the required texts/topics and analyze how Paris is represented—as a site of celebration, nostalgia, and/or remembrance. You might explore the historical contexts for the writers, artists, and filmmakers and their works or focus more specifically on the sites. You will have 10-15 minutes (for an individual or a pair) for your presentation.

The short essay consists of 5-7 pages written in MLA format and includes a works cited page. The essay must be typed; use a standard 12-point font with margins of approximately 1¼ inches (about 250-300 words per page).

The long essay consists of 10-15 pages written in MLA format and includes a works cited page. The essay must be typed; use a standard 12-point font with margins of approximately 1¼ inches (about 250-300 words per page).

Students are required to submit their assignments on Canvas on the assigned date. Failure to submit assignments on Canvas on the due date will lead to a reduced grade (5 points each day that the assignment is late) and possible failure of the assignment.

Academic Dishonesty will be handled in accordance with Florida Tech’s policies that can be found at https://www.fit.edu/policies/student-handbook/standards-and-policies/academic-honesty/. Cheating and plagiarism will result in failure of assignment and/or failure of the course; it will be reported to the Dean of Students and recorded in your permanent student file. Dishonest conduct may lead to formal disciplinary proceedings. Be certain that you are familiar with Florida Tech’s academic dishonesty policy. You can find more information about plagiarism and properly citing material at https://libguides.lib.fit.edu/plagiarism.

Attendance is required. Absenteeism and tardiness will adversely affect your final grade. If you miss more than 10% of the classes, you run the risk of failing the course. You are responsible for all of the work that you miss. Since this class is not primarily a lecture course, participation is expected. Informed in-class participation demonstrates your engagement with the readings and is reflected in your final grade.

What is Title IX?
Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

Reporting: Florida Tech can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise – for example, if more than one complainant reports having been assaulted or harassed by the same individual.

Florida Tech is committed to providing a safe and positive learning experience. To report a violation of sexual misconduct or gender discrimination, please contact Linda Jancheson, Title IX Coordinator, at 321-674-7277 or ljancheson@fit.edu.

* Please note that as your professor, I am required to report any incidents to the Title IX Coordinator. Confidential support for students is available by contacting the Student Counseling Center at 321-674-8050.
**Academic Accommodations**
Florida Tech is committed to equal opportunity for persons w/disabilities in the participation of activities operated/sponsored by the university. Therefore, students w/documemtated disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting w/accommodations, providing recommended interventions, and engaging in case management services. It is the student's responsibility to make a request to ODS before any accommodations can be approved/implemented. Also, students w/approved accommodations are encouraged to speak w/the course instructor to discuss any arrangements and/or concerns relating to their accommodations for the class. Office of Disability Services (ODS) Telephone: 321-674-8285 Email: disabilityservices@fit.edu Website: www.fit.edu/disability

**Class Schedule**

**January 11**
Introduction: Paris in Mind

**January 13**
The Flâneur
Baudelaire, “A une passante” (“To a Woman Passing By”), “Rêve parisien” (“Parisian Dream”) (Canvas)
Walter Benjamin, from *The Writer of Modern Life*, “The Flâneur” (Canvas)

**January 15**
Paris in Transit
Viewing: Martin Scorsese’s *Hugo* (2011)

**January 18**
**Martin Luther King Jr. Day**—no class

**January 20**
Capturing Paris on Film

**January 22**
Navigating Space
Michel de Certeau, “Walking in the City” (Canvas); Charles Lindbergh, from *The Spirit of St. Louis* (Canvas); Waverly Root, “The Flying Fool” (Canvas)

**January 25**
The American Experience
Gopnik, Introduction (Canvas); Lee, Introduction (xv-xx)

**January 27**
“In France, all is clockwork, all is order”

**January 29**
The Lost Generation
Gertrude Stein, from Paris France (Lee: 150-155; Canvas); Ernest Hemingway, *The Sun Also Rises* (11-71 [Book I, Chapters 1-7])
**Response 1 due**

**February 1**
Hemingway, *The Sun Also Rises* (75-130 [Book II, Chapters 8-12])

**February 3**
Hemingway, *The Sun Also Rises* (131-190 [Book II, Chapters 13-16])

**February 5**
Hemingway, *The Sun Also Rises* (191-250 [Book II, Chapters 17-19])
February 8
“The photographs all looked like snapshots”
Sylvia Beach, from Shakespeare and Company (Lee: 102-110); Beach, Shakespeare and Company

February 10
“It stays with you”
Hemingway, A Moveable Feast (Foreword; Introduction: 1-13; 15-63)

February 12
Hemingway, A Moveable Feast (65-123)

February 15
President’s Day—no class

February 17
Hemingway, A Moveable Feast (125-175)

February 19
Hemingway, A Moveable Feast (177-236)

February 22
“Books could be an incredible adventure”
Paula McLain, The Paris Wife (Prologue; 3-79 [Chapters 1-12])
Response 2 due

February 24
McLain, The Paris Wife (80-160 [Chapters 13-24])

February 26
McLain, The Paris Wife (161-244 [Chapters 25-34])

February 29
McLain, The Paris Wife (245-314 [Chapters 34-Epilogue])

March 2
Home and Exile
F. Scott Fitzgerald, Tender is the Night (Introduction; 3-79 [Book I, Chapters 1-18])

March 4
Fitzgerald, Tender is the Night (80-157 [Book I, Chapters 19-25; Book II, Chapters 1-9])
Short essay due

March 7
Spring Break—no class

March 9
Spring Break—no class

March 11
Spring Break—no class

March 14
Fitzgerald, Tender is the Night (158-235 [Book II, Chapters 10-23])

March 16
Fitzgerald, Tender is the Night (239-315 [Book III, Chapters 1-13])

March 18
No class

March 21
“But it was nice while it lasted”
F. Scott Fitzgerald, “Babylon Revisited” (Canvas)

March 23

March 25
Beyond Moulin Rouge
Bricktop, “Cole Porter . . . and Josephine Baker” (Lee: 236-246); Langston Hughes, “Montmartre” and “Le Grand Duc” (Lee: 159-171)
Response 3 due
March 28  
“We’ll always have Paris”
Art Buchwald, “April in Paris” (Lee: 12-15); Irwin Shaw, “Paris in Winter” (Lee: 40-48)

March 30  
“I’ll remember her that way”
Cole Porter, “You Don’t Know Paree” (Canvas); Oscar Hammerstein II, “The Last Time I Saw Paris” (Canvas)

April 1  
“Play it again, Sam”
Viewing: Michael Curtiz’s Casablanca

April 4  
“The war was over”
E. B. White, “Liberation of Paris” (Lee: 5-6); Edith Wharton, “A Backward Glance” (Lee: 7-11); Saul Bellow, “My Paris” (Lee: 49-59)

April 6  
“Time is an Etoile”
Elizabeth Bishop, “Paris, 7 A.M.” (Canvas); Irwin Shaw, from Remembrance of Things Past (Canvas)

April 8  
Vacationing in Paris

Response 4 due

April 11  
Deconstructing Paris
David Sedaris, “The City of Light in the Dark” (Lee: 97-101); Adam Gopnik, Paris to the Moon (3-58 [The Winter Circus])

April 13  
Gopnik, Paris to the Moon (61-125 [Distant Errors])

April 15  
Gopnik, Paris to the Moon (129-212 [Lessons from Things])

April 18  
Gopnik, Paris to the Moon (215-338 [A Machine to Draw the World])

April 20  
Paris in the World Showcase

April 22  
Reconstructing Paris
“Nous sommes Parisiens”

April 25  
Aftermath

April 27  
Conclusions

May 4  
Long essay due
**FLORIDA TECH**

**ADDING A NEW COURSE TO THE CURRICULUM**

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

**SUBJECT** Honors College  
**COURSE NO.** 4020  
**CREDIT HOURS** 3  
**ACADEMIC YEAR TO BE ADDED TO THE FILE** Fall 2020  
*Justify level if 1000-level and no co- or prerequisites Restricted to instructor approval*

**CLASS HOURS** 45/semester  
**LECTURE HOURS** 45/semester  
**LAB HOURS** 0/semester  
**CONTACT HOURS (CEU ONLY)** N/A

**DEPARTMENT** Honors College  
(e.g., Biological Sciences)  
**SCHEDULE TYPE** Special Projects/Topics (S)  
(e.g., Lecture, Lab or Special Topics/Project)

- [ ] COLLEGE OF AERONAUTICS—23  
- [ ] COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25  
- [ ] COLLEGE OF ENGINEERING AND SCIENCE—30  
- [ ] NATHAN M. BISK COLLEGE OF BUSINESS—24

**COMPUTER TITLE** Honors Special Topics  
**CATALOG TITLE** Honors Special Topics  
**CATALOG DESCRIPTION OF COURSE** Restricted to 350 characters, including spaces

Presents honors students topics of special interest offered by various academic areas. Topics announced before registration. May be repeated provided topics change. (Requirement: Instructor approval and senior standing.)

This description has been approved by the catalog office.  
[Signature]  10-23-2019

Catalog & Curriculum Manager  
Date

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

**REQUIREMENTS**  
[ ] Prerequisite ONLY  
[ ] Corequisite ONLY  
[ ] BOTH Prerequisite/Corequisite and or or

**Course Prefix/Number**  
**Additional Restrictions** and or Instructor approval

Please indicate old course information and the date/term the course may be removed from the system:

- [ ] Yes  
- [ ] No  
    - Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.**
    - Will this course satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.
    - Will this course impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program impacted.
    - Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

**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.

[Signature]  11/15/19

Chair, Graduate Council  
Date

[Signature]  11/15/19

Chair, Undergraduate Curriculum Committee  
Date

[Signature]  11/15/19

Dean, Associate Dean  
Date

**CATALOG & CURRICULUM MANAGER**  
These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

Catalog & Curriculum Manager  
Date

**REGISTRAR'S USE ONLY**  
SACRSE  
SCADETL  
SCAPREQ  
SCABLE  
ACATALOG  
SCARRS  
CIP Code 24.0199  
Operator Init.  
Date

Florida Institute of Technology • Office of the Registrar  
150 West University Boulevard, Melbourne, FL 32901-6975 • 321-674-8114 • Fax 321-674-7827
HON 4020: Honors Special Topics  
*Cross-listed with HUM 4085: Special Topics in Humanities  
The British Empire and World War One

Instructor: Matthew Ruane  
Classes: M, W, F 9-9:50 am, 11-11:50 am  
Office Phone: x8797  
Office: Crawford 303  
Fall XXXX  
E-Mail: mruane@fit.edu  
Office Hours: MWF 10:00-10:50 AM  
or by appointment

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

This course will take an in-depth look at the social, cultural, and economic impact of the First World War on the United Kingdom and on the British Empire. This course is not a military study of battles, tactics, and generals, but one which focuses on who the participants were, ranging from soldiers in the trenches, politicians in the halls of power, protesters in the street, and civilians living and surviving on the homefronts. Though battles are important and will not be overlooked, they will be used to examine changes in military strategy, their impact on the soldiers who fought them, how they were viewed by those on the homefronts, and on the growing importance of technological change in modern warfare. However, you should always remember that this course is a social and cultural examination of Great Britain and the British Empire and the war’s impact on the lives of everyday people. We will be looking at the homefront with as much attention as we give the frontlines and the trenches and, hopefully, you will discover that social, cultural, and economic changes due to the war are as important as the impact of national politics and policy programs. The Great War affected all aspects of society, and by the time this course is finished, you will have a better understanding of how the average Briton, Australian, Canadian, New Zealander, and South African coped with and survived this first modern industrialized war.

Course 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 1: 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 and Policies

Class Participation: 20%
Term Paper, 20-25 pages: 40%
Midterm Examination: 20%
Final Examination: 20%

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

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 makeup exams given in this course. If you cannot make an exam, you will forfeit that grade and there are very limited exceptions to this rule.

The term paper details are on the last page. The term paper should be related to one of the topics covered in class and will be discussed 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. Academic Integrity, Academic Cheating, Digital/Electronic Cheating, and Plagiarism policies can be found in the Student Handbook at https://www.fit.edu/policies/student-handbook/standards-and-policies/academic-honesty/. Further, I will 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. See term paper guidelines for specific details.

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.
What is Title IX?
Title IX of the Educational Amendments Act of 1972 is the federal law prohibiting discrimination based on sex under any education program and/or activity operated by an institution receiving and/or benefiting from federal financial assistance. Behaviors that can be considered “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. You are encouraged to report these behaviors.

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Academic Accommodations
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Class Schedule

Section 1: Weeks 1 & 2
Introduction & The Origins of Conflict
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 Wollaecott: *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

Final Exam
Term Paper Topics and Guidelines

Your term paper is due on the last day of class. It is to be between 20 and 25 pages in length (not to exceed 30 pages with bibliography and any appendices), and the topic should be one covered in class, or a topic of your own choice approved by the instructor.

The paper should be written with both primary and secondary sources. Possible primary sources include: autobiographies, newspapers, books or articles published during the Great War, government documents, church records, or any collection of letters, manuscripts, or diaries you might stumble across while research your topic. Secondary sources are easier to locate, and include primarily any monograph work published by modern authors, biographies, and modern, scholarly journal articles or manuscripts. You should strive to include as many primary resources as possible, and the easiest to find and use are newspapers. You should us footnotes or endnotes, and have a bibliography of all sources used or consulted.

Finally, remember that cases of plagiarism will result in the automatic failure of this assignment and possibly the course. Make sure you understand what plagiarism is and if you have any questions, please see the instructor as soon as possible. From the syllabus: Any form of academic dishonesty will result in an “F” grade for this course. You are responsible for knowing Florida Tech’s academic dishonesty policies. In addition to the link to the Student Handbook included above, additional resources can be found at https://libguides.lib.fit.edu/plagiarism.

All term papers must be electronically submitted to www.turnitin.com through CANVAS as well as presenting a hard copy to the professor on the due date. Term papers must be electronically submitted by 11:59 pm or they will be considered late. Any paper that is not turned in to www.turnitin.com through CANVAS will not be graded.

Possible topics include:

Why the Great War broke out in 1914—specifically looking at one or more such issues as: the pre-war alliance system, military technology, the naval arms race, instability in the Balkans, the role of imperial conquest in making tensions worse, early 20th century invasion literature and fear on invasion, etc.

Psychology of War Enthusiasm and Recruitment—why did soldier from throughout the Empire so readily enlist in early 1914?, how did British government encourage the public’s interest in the military in the years before the 1914?, what was the role of public education in providing for future leaders and good soldiers?

Women and the War—how were women affected by the outbreak of the war?, how did their lives change during the war?, women and war work, women in the military, nursing and medical care, war’s effects on the movement for suffrage, etc.

Soldiers and the War—trench warfare and soldiering, comparing trench newspapers and other literature, mythology of trench warfare, a specific battle or campaign (but more than just what units moved where and how the battle ended), the invention of tanks or some other military piece of
equipment, the war in the air, the war at sea, the war on other fronts (Salonica, Gallipoli, the Middle East, and Africa)

Political Economy—dissent and dissenters and how they were viewed, wartime propaganda and how propaganda ministries/agencies operated, changes in industry and their responses to the war effort, government attempts to control, rationalize, maintain, or improve industries

The War in Memory—the war through films, the war through post-war literature, the wartime experienced and its effect on literature, culture, the arts, how people have come to view the war now more than seventy-five years after its conclusion, war guilt and the costs of war, how soldiers readjusted to civilian life after the war’s end
New courses are available beginning with the fall term in which they appear in the University Catalog.

SUBJECT H O N (e.g., CSE)
COURSE NO.* 2 9 9 0
ACADEMIC YEAR TO BE ADDED TO THE FILE
CREDIT HOURS 1
*Justify level if 1000-level and no co- or prerequisites

CLASS HOURS 45-60/sem
LECTURE HOURS
LAB HOURS
CONTACT HOURS (CEU ONLY)

DEPARTMENT Honors College
(e.g., Biological Sciences)
□ COLLEGE OF AERONAUTICS—23
□ COLLEGE OF ENGINEERING AND SCIENCE—25
□ NATHAN M. BISK COLLEGE OF BUSINESS—24
□ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25

SCHEDULE TYPE Undergraduate Research (N)
(e.g., Lecture, Lab or Special Topics/Project)

COMPUTER TITLE Honors Research Exp 1
Restricted to department head and instructor approval

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

CATALOG TITLE Honors Research Experience 1

CATALOG DESCRIPTION OF COURSE: Restricted to 350 characters, including spaces

Offers research experience under the direction of a member of the faculty. May be repeated for a maximum of six credits. (Requirement: Department head and instructor approval.)

This description has been approved by the catalog office

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

RESTRICTIONS
□ Prerequisite ONLY □ Corequisite ONLY □ BOTH Prerequisite/Corequisite □ and □ or
Course Prefix/Number
Course Prefix/Number
Course Prefix/Number
Course Prefix/Number
Course Prefix/Number
Course Prefix/Number
ADDITIONAL RESTRICTION: □ and □ or Department head and instructor approval

Please indicate old course information and the date/term the course may be removed from the system:
□ Yes □ No

Will this course be used to measure program-level student learning outcomes? If yes, review and signature required.**

Will this course be used to satisfy the scholarly inquiry requirement? If yes, attach “Q” materials for review.

Will this course impact any existing programs? If yes, attach “Changing Graduation Requirements” form for each program impacted.

Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

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
SCACRS: SCADETL: SCAPREQ: SCABASE: ACATALOG: SCARES: CIP Code: Operator Init: 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-385-219
**FLORIDA TECH**

**ADDING A NEW COURSE TO THE CURRICULUM**

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

**SUBJECT** Honors College

**COURSE NO.** 2991

**CREDIT HOURS** 2

**ACADEMIC YEAR TO BE ADDED TO THE FILE** Fall 2020

**CLASS HOURS** 90-120/sem

**SCHEDULE TYPE** Undergraduate Research (N)

**DEPARTMENT** Honors College

**COLLEGE OF AERONAUTICS—23**

**COMPUTER TITLE** Honors Research Exp

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

**CATALOG DESCRIPTION OF COURSE** Restricted to 350 characters, including spaces

Offers research experience under the direction of a member of the faculty. May be repeated for a maximum of six credits. (Requirement: Department head and instructor approval.)

This description has been approved by the catalog office.

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

**REQUIREMENTS**

- Prerequisite ONLY □ Corequisite ONLY □ Both Prerequisite/Corequisite □ and □ or
- Prerequisite ONLY □ Corequisite ONLY □ Both Prerequisite/Corequisite □ and □ or
- Prerequisite ONLY □ Corequisite ONLY □ Both Prerequisite/Corequisite □ and □ or
- Prerequisite ONLY □ Corequisite ONLY □ Both Prerequisite/Corequisite □ and □ or
- Prerequisite ONLY □ Corequisite ONLY □ Both Prerequisite/Corequisite □ and □ or
- Other □

**ADDITIONAL RESTRICTION** □ Department head and instructor approval

**GRADES TO BE ISSUED**

- A, B, C, D, F □
- A, B, C, D, F, CEU/Audit □
- CEU □
- S, U □
- P, F □
- Other □

Please indicate old course information and the date/term the course may be removed from the system:

- 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 impacted.
- Yes □ No □ Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

**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.

**Chair, Graduate Council**

**Chair, Undergraduate Curriculum Committee**

****Chair, APAC

**CATALOG & CURRICULUM MANAGER**

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

**REGISTRAR'S USE ONLY**

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**RGR-384-219**
HON 2990: Honors Research Experience 1 (1 credit)
HON 2991: Honors Research Experience 2 (2 credits)

Fall XXXX
instructor: TBA
class time: TBA
office hours: TBA
  office: ####
  phone: ####
  email: ####

Course Description:
This course offers research experience for Honors College students under the direction and supervision of Humanities faculty. The course may contain a range of research related activities pertaining to scholarship in the Humanities, which includes an introduction to scholarship within the field and research methods. Students will learn the key components of conducting Humanities research such as developing a research plan, annotated bibliography, literature review, and argument as well as data collection and analysis/close reading.

Required Texts:
Will include primary and secondary sources.

Course Objectives:
The course is designed to introduce Honors College students to research in the Humanities disciplines, preparing them for upper-level courses, Senior Capstone projects, graduate studies, and their careers. It will also provide students with a foundation for conference presentations and publications. At the end of the course, students will be able to

- Use library databases to identify relevant scholarship in the field to support their research
- Identify and articulate a research question
- Identify and utilize appropriate methodologies to address the research question
- Develop a research plan
- Explain their research to others in the field and broader audiences
- Articulate the relevance of their research to their coursework and professional careers

Grading: Pass/Fail

Topics Covered: Variable, depending on instructor and subject area.
New courses are available beginning with the fall term in which they appear in the University Catalog.

<table>
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<th>SUBJECT</th>
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<th>CREDIT HOURS</th>
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<td>H O N</td>
<td>4991</td>
<td>3</td>
<td>Fall 2020 (e.g., Fall 2018)</td>
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*Justify level if 1000-level+ and no co- or prerequisites

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<th>DEPARTMENT</th>
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<tr>
<td>Honors Research Exp</td>
<td>Honors Research Experience 3</td>
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This course will be entered into the system as: Bi-Level ☐ Cross-Listed ☐ Dual-Numbered ☐ Full-Load ☐ None of these/Standard Listing ☐

Offered research experience under the direction of a member of the faculty. Requires a semester project. May be repeated for a maximum of six credits. (Requirement: Department head and instructor approval.)

This description has been approved by the catalog office.

Catalog & Curriculum Manager Date

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

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<tr>
<th>RESTRICTIONS</th>
<th>GRADES TO BE ISSUED</th>
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<td>Pre-requisite ONLY ☐</td>
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<td>BOTH Pre-requisite/Corequisite ☐</td>
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<td>P, F</td>
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<td>☐</td>
<td>Other</td>
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Please indicate old course information and the date/term the course may be removed from the system:

☐ 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 impacted.

☐ Yes ☐ No Will this course be used to satisfy the Cross Cultural (CC) requirement? If yes, attach confirmation memo from QEP2 Committee.

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.

Chair, Graduate Council Date

Chair, Undergraduate Curriculum Committee Date

Florida Institute of Technology • Office of the Registrar

RGR-384-219
HON 4991: Honors Research Experience 3 (3 credits)  
Fall XXXX  
instructor: TBA  
class time: TBA  
office hours: TBA  
office: ####  
phone: ####  
email: ####

Course Description:  
This course offers research experience for Honors College students under the direction and supervision of Humanities faculty. The course may contain a range of research related activities pertaining to scholarship in the Humanities, which includes an introduction to scholarship within the field and research methods. Students will learn the key components of conducting Humanities research such as developing a research plan, annotated bibliography, literature review, and argument as well as data collection and analysis/close reading. At the end of the course, students will produce a deliverable (e.g., conference presentation, poster presentation, and/or article for publication). Honors College students will have the opportunity to showcase their work in HON 4991 at the annual Honors Symposium.

Required Texts:  
Will include primary and secondary sources.

Course Objectives:  
The course is designed to introduce Honors College students to research in the Humanities disciplines, preparing them for upper-level courses, Senior Capstone projects, graduate studies, and their careers. It will also provide students with a foundation for conference presentations and publications. At the end of the course, students will be able to

- Use library databases to identify relevant scholarship in the field to support their research
- Identify and articulate a research question
- Identify and utilize appropriate methodologies to address the research question
- Develop a research plan
- Explain their research to others in the field and broader audiences
- Articulate the relevance of their research to their coursework and professional careers
- Produce scholarship within the field (e.g., conference presentation, poster presentation, and/or article for publication)

Grading:

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<td>Literature review</td>
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<td>Final project</td>
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90-100% A  
80-89%  B  
70-79%  C  
60-69%  D  
0-59%   F

Topics Covered: Variable, depending on instructor and subject area.