TO: UGCC – Meeting 31 January 2020
FROM: Alan Rosiene, School of Arts & Communication
SUBJECT: Reactivate HUM 3185, Add New Courses HUM 3272 and HUM 4301, Change Prerequisite HUM 3402, Add Military History Minor, and Add Honors Sections for COM 1102, HUM 2551, and HUM 2552

The School of Arts and Communication proposes the following:

1. Reactivate HUM 3185 Special Topics in Fine Arts: This special topics course will be useful in the near future as an incubator for classes in art history. Prerequisite: HUM Core 1 or HUM Core 2. HU, LA. (ANC and sample syllabus attached)

2. Add New Course HUM 3272 Serial Killers in Fiction: Popular course has been taught several times as a 3285 Special Topic in Literature. Prerequisite: HUM Core 1 or HUM Core 2. HU/SS, LA. (ANC and sample syllabus attached)

3. Add New Course HUM 4301 History of Science and Technology in Warfare: Course is currently being taught as a 2000 level Honors Seminar. Revised syllabus to upper level will allow the course to support the Military History minor (see below) and will build toward a prospective major in the History of Science and Technology. HU/SS, LA. (ANC and sample syllabus attached)

3. Change Prerequisite for HUM 3402 Constitutional Law 2: New prelaw faculty agree that HUM 3402 Constitutional Law 2 does not require HUM 3401 Constitutional Law 1 as a prerequisite. Removing HUM 3401 will allow more flexibility for prelaw students. New Prerequisite: HUM Core 1 or HUM Core 2. (CRC attached)

4. Add Minor in Military History: Humanities minor directed toward ROTC cadets and other undergraduates with an interest in military history. Minor involves no extra faculty or additional resources. (ANM and description of courses required for the minor attached)

5. Add Honors Section, COM 1102: Honors section for Writing about Literature described in the attached memo. (AHS, memo, and sample syllabus attached).

6. Add Honors Section, HUM 2551: Honors section for Survey of Ancient and Medieval Philosophy described in the attached memo. (AHS, memo, and sample syllabus attached).

7. Add Honors Section, HUM 2552: Honors section for Survey of Modern and Contemporary Philosophy described in the attached memo. (AHS, memo, and sample syllabus attached).
ADD A NEW COURSE TO THE CURRICULUM

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

**SUBJECT**  
HU  

**COURSE NO.***  
3 1 8 5  

**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/sem  

**LECTURE HOURS**  
45/sem  

**LAB HOURS**  
0/sem  

**RESEARCH HOURS**  
0/sem  

**CONTACT HOURS (CEU)**  
N/A

**DEPARTMENT**  
School of Arts & Communication

(e.g., Ocean Engineering and Marine Sciences)  

**SCHEDULE TYPE**  
Special Topics (S)

(e.g., Lecture, Lab or Special Topics/Project)

**COLLEGE OF AERONAUTICS—23**

**COLLEGE OF ENGINEERING AND SCIENCE—30**

**COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25**

**NATHAN M. BISK COLLEGE OF BUSINESS—24**

**COMPUTER TITLE**  
Spec Topics in Fine Arts

Restricted to 25 characters, including spaces

**CATALOG TITLE**  
Spec Topics in Fine Arts

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 a study of a particular period, movement or individual artist. Topics announced before registration. (HU)(LA)

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.**

**RESTRICTIONS**

<table>
<thead>
<tr>
<th>Core 1</th>
<th>Core 2</th>
<th>Core 3</th>
<th>Core 4</th>
<th>Core 5</th>
<th>Core 6</th>
<th>Core 7</th>
<th>Core 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite ONLY</td>
<td>Prerequisite ONLY</td>
<td>Corequisite ONLY</td>
<td>Corequisite ONLY</td>
<td>BOTH Prerequisite/Corequisite</td>
<td>and</td>
<td>or</td>
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</table>

**GRADES TO BE ISSUED**

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

**ADDITIONAL RESTRICTION**

□ and □ or

**Any core 1 or core 2 HUM course**

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

**Originator**  
R. Taylor  

Date  
1-22-20

**Chair, Graduate Council**  
Date  

**Chair, Undergraduate Curriculum Committee**  
Date  
1-24-20

**Dean of Associate Dean**  
Date  

**II**Chair, APAC  
Date

**REGISTRAR’S USE ONLY**

SCACRSE  
SCADETL  
SCAPREQ  
SCABASE  
ACATALOG  
SCARBLES  
CIP Code  
50.0799  
Operator Init.  
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

Florida Institute of Technology • Office of the Registrar  
150 West University Boulevard, Melbourne, FL 32901-6976 • 321-674-8114 • Fax 321-674-7827

RGR-384-219
HUM 3085: Modern Art: Impressionism to Today

Syllabus
Instructor: Carla Funk
Spring 2020
TR 12:30-01:45
Location: Crawford 212

Course Description:
This course provides a comprehensive study of the development of Modern art from the late nineteenth century to the beginning of the 21\textsuperscript{st} century.

Course Objectives:
Participants will develop an understanding and critical awareness of Modernist art from its early beginnings to the present with an emphasis on innovations, trends, aesthetic values, political and historical developments, gender roles in art, and symbolic significance. During this course students will:

- Become familiar with the styles, names and works of major artists of the Modern and Contemporary periods
- Understand the relationship between art production and Modern culture (patronage, gender, religion, and politics)
- Understand the aesthetic developments of Modern and Contemporary art
- Recognize key works of art created since 1900
- Engage in dialogue on aesthetic issues
- Develop connoisseurship and intellectual appreciation of Modern and Contemporary art
- Engage in visual literacy, interpreting works of art and their context
- Develop strong analytical, critical thinking and problem-solving skills

Textbook:
H.H. Arnason and Elizabeth C. Mansfield, eds. History of Modern Art, 7\textsuperscript{th} Edition.
(Optional/Evans Library Reserve) Sylvan Barnet. A Short Guide to Writing About Art, 11\textsuperscript{th} Edition.

Policies and Procedures:
Grading
Attendance and Participation  20%
Quizzes (2)  10%
Mid-Term  20%
Final  25%
Papers (2)  25%
**Academic Dishonesty** will be handled in accordance with the School of Arts and Communication policy. 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 [http://www.fit.edu/current/documents/plagiarism.pdf](http://www.fit.edu/current/documents/plagiarism.pdf)

**Title IX Information**

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/documentated 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](http://www.fit.edu/disability)
Course Schedule:

Week 1: Introduction to Course

Romanticism, Realism and Early Impressionism

Reading: Arnason, pp. 1 – 13; 14 - 28

Week 2: Impressionism

Reading: Arnason, pp. 28 - 36

Week 3: Post-Impressionism

Reading: Arnason, pp. 42 -50; 59-69; 90 - 106

Week 4: Expressionism

Reading: Arnason, pp. 111-135

Extra Credit Opportunity! Gallery Talk at the Ruth Funk Center for Textile Arts; February 4th, 6 p.m.

Week 5: Cubism

Reading: Arnason, pp. 136 -163

Week 6: Futurism

Reading: Arnason, pp. 189 – 196

Extra Credit Opportunity! Gallery Talk at the Foosaner Art Museum; February 22nd, 10:30 a.m.

Week 7: Dada and Surrealism

Reading: Arnason, pp. 213 – 232; 297 – 337

1st Paper Due on February 27th

Week 8: Review and Mid-Term

Week 9: Abstract Expressionism

Reading: Arnason, pp. 377 - 400

Week 10: Pop Art

Reading: Arnason, pp. 456 - 484
Week 11: 1960’s Abstraction, Op-Art and Minimalism

Reading: Arnason, pp. 490 - 522

Week 12: Fluxus and Conceptual Art

Reading: Arnason, pp. 452 – 455; 558 - 575

Week 13: Feminist Art

Reading: Arnason, pp. 575 - 581

Week 14: Postmodern Art and Globalization

Reading: Arnason, pp. 629 – 630; 658 – 665; 729 - 735

Week 15: Review

2nd Paper Due on April 28

Week 16: Final Exam TBA
New courses are available beginning with the fall term in which they appear in the University Catalog.

Subject: School of Arts & Communication

Course No.: 3272

Credit Hours: 3

Academic Year to be Added to the File: Fall 2020

Class Hours: 45/sem

Lecture Hours: 45/sem

Lab Hours: 0/sem

Contact Hours: N/A

Department: School of Arts & Communication

Schedule Type: Lecture (A)

Restrictions: Restricted to 25 characters, including spaces

Catalog Title: Serial Killers in Fiction

Catalog Description: Explores the representation of serial killers in works of fiction and the cultural roles of narratives about serial killers. Examines the relationship between discourses about real serial murder and fictional serial murder within the framework of social, political, and economic forces. Studies both print and screen narratives.

This description has been approved by the catalog office.

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

Restrictions:

Core 1
- Prerequisite ONLY
- Corequisite ONLY
- BOTH Prerequisite/Corequisite

Core 2
- Prerequisite ONLY
- Corequisite ONLY
- BOTH Prerequisite/Corequisite

Additional Restrictions:
- Any core 1 or core 2 HUM course

Grades to be Issued:
- A, B, C, D, F
- A, B, C, D, F, CEU
- 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:
- Originator
- Chair, Graduate Council
- Chair, Undergraduate Curriculum Committee

Catalog & Curriculum Manager
- Date

Registrar's Use Only:
- SGRACE
- SAGEDTL
- SCAPREQ
- SCABASE
- ACALOG
- SCARRERS
- 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
INSTRUCTOR INFO
Dr. A. Tenga
Phone: ext. 8929
Office: Crawford 621
E-mail: atenga@fit.edu

MATERIAL COVERED: PRINT
The following texts are available from the campus bookstore:

- Psycho by Robert Bloch
- Darkly Dreaming Dexter by Jeff Lindsay
- Red Dragon by Thomas Harris
- The Last Sherlock Holmes Story by Michael Dibdin
- Legion by William Peter Blatty
- The Roberts by Justin Shady and Erik Rose

Reading assignments are listed on the accompanying schedule. Additional works that are not listed above will be available via links from the Class Resources page on Canvas or placed on reserve at Evans Library.

MATERIAL COVERED: VIDEO
For some of the video items listed on the accompanying schedule, links are available on the Course Resources page on Canvas. Others are on reserve at Evans Library, and some will be viewed in class.

PREREQUISITES
HUM Core 1 or HUM Core 2

OVERVIEW
This course explores the representation of serial killers in works of fiction. This semester, we will focus on three main themes: serial killer narratives as a commodity in a consumer-driven culture, serial killers as objects of admiration and desire, and narratives inspired by actual murders.

OBJECTIVES
This course seeks to promote critical thinking about texts and the issues they raise, to encourage open discussion and debate, and to provide opportunities for students to develop and refine their oral and written communication skills.

COURSE POLICIES
Your presence in this class presupposes knowledge of textual analysis, familiarity with literary research and documentation practices, and the ability to write critically about literature. The grading standards for the course reflect these expectations.

Please take part in class discussions. If you wish to perform well in the area of participation and professionalism, be an active and engaged contributor and maintain a professional attitude toward your work.

Electronic devices should be used for class-related purposes only during class meetings. Uses of electronic devices that fall outside of these guidelines (including using cell phones for text messages) will lower your grade. Recording and photography in class are prohibited.

Chronic absence or lateness will hurt your grade. To pass this course, you must attend at least 75% of all class sessions. In addition, late arrivals are disruptive, and repeated tardiness will lower your grade.

Term papers should be typed, formatted according to MLA guidelines, and submitted in hard-copy form in class on the due date. You must also submit your paper electronically to an online plagiarism detection service (turnitin.com). The version submitted online must match the hard copy version submitted in class. All papers must be submitted on time in both of the above forms. Instructions for using turnitin are provided separately on Canvas.

Academic dishonesty (including plagiarism) will lead to failure of the course and possibly to further
disciplinary measures. Cases of academic dishonesty will be pursued vigorously. You are responsible for knowing about the behaviors that constitute academic dishonesty and the applicable penalties (see www.fit.edu/current/documents/plagiarism.pdf).

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**Grades**
Your grade will be based on your performance in the following areas according to the approximate weights shown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 total)</td>
<td>51%</td>
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<tr>
<td>Quote of the day presentation</td>
<td>8%</td>
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<tr>
<td>Term paper</td>
<td>21%</td>
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<tr>
<td>Final presentation</td>
<td>10%</td>
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<tr>
<td>Participation &amp; professionalism</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Further explanation of grade components**

**Exams**
Each exam will focus on the unit just completed; however, exams 2 and 3 will ask you, on a limited basis, to make connections with material from earlier units, and exam 3 will include a comprehensive writing task. **Note:** if you miss an exam, you forfeit your grade for that exam, and you must earn a passing average grade on the exams for this course collectively in order to pass for the semester.

**Term Paper**
This assignment allows for choice and customization, but in all cases, your paper should be an original work. Detailed guidelines are provided on Canvas.

**Final Presentation**
Oral presentations will be based on your term paper and will be delivered over three days: at our last two regularly scheduled class meetings (Dec. 4 & Dec. 6, 2018) and at our final exam period (Dec. 11, from 6:00 to 8:00 P.M.). Guidelines are provided on Canvas.

**Quote of the Day Presentation**
Throughout the semester, one student per class session will offer a quotation and a short presentation to stimulate thought and will be responsible for leading class discussion of the selected quotation. The quote will be connected in some way to our studies for that day. Full instructions are provided on Canvas.

**Participation and Professionalism**
Discussion and interaction are important parts of this course. To earn credit in this area, you must make an active and positive contribution to the classroom experience. Guidelines are provided on Canvas.

**Grading Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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**Warning**
The material covered in this class will include violence, sexuality, strong language, and other adult content. Class discussion, therefore, is likely to address topics that will be sensitive for some of us, and learning to discuss these issues in a constructive, meaningful, and respectful way is an important part of the educational process. While I will alert you when such topics are expected, anticipating what members of the class will bring to our discussion is impossible, and excessive regulation of discussion undermines the goals of the course. Reasonable precautions will be taken with respect to sensitive material, but you are also accountable for your classroom experience. If you expect problems with addressing a significant portion of the required material or with participating regularly in class discussion, you may wish to reconsider your enrollment in the course.
Assignments (print and video) listed for a given class meeting should be completed before that class meeting unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Viewing Assignments</th>
<th>Activities/Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Course intro and overview</td>
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<tr>
<td>8/23</td>
<td><strong>UNIT 1: KILLERS, CONSUMERS, CULTURE</strong></td>
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<tr>
<td>8/28</td>
<td>Bloch, <em>Psycho</em></td>
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<tr>
<td>8/30</td>
<td>Bloch, <em>Psycho</em> (cont’d)</td>
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<tr>
<td>9/4</td>
<td>Hitchcock, <em>Psycho</em> (video, on reserve); Kolker, “The Film Text and Film Form” (web); Thomson, <em>The Moment of Psycho</em>, ch. 1/“1960” (web)</td>
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<tr>
<td>9/6</td>
<td>Franklin, <em>Psycho II</em> (video, on reserve); Ebert &amp; Canby reviews (web)</td>
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<tr>
<td>9/11</td>
<td>Garris, <em>Psycho IV: The Beginning</em> (video, on reserve)</td>
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<tr>
<td>9/13</td>
<td><em>Bates Motel</em> (in-class video)</td>
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<tr>
<td>9/18</td>
<td><em>Bates Motel</em> (cont’d)</td>
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<tr>
<td>9/20</td>
<td>No reading assignment</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>9/25</td>
<td><strong>UNIT 2: KILLERS WE LOVE: DEXTER &amp; LECTOR</strong></td>
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<tr>
<td>9/27</td>
<td>Lindsay, <em>Darkly Dreaming Dexter</em></td>
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<tr>
<td>10/2</td>
<td>Showtime’s <em>Dexter</em>, pilot episode (on reserve)</td>
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<td>10/4</td>
<td><strong>TBA</strong></td>
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<tr>
<td>10/9</td>
<td><strong>Fall Break: no classes</strong></td>
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<tr>
<td>10/11</td>
<td><em>Dexter</em>, season 7 finale (on reserve)</td>
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<tr>
<td>10/16</td>
<td>Harris, <em>Red Dragon</em></td>
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<tr>
<td>10/18</td>
<td>Demme, <em>The Silence of the Lambs</em> (on reserve)</td>
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<td>Westfall, “Hello, Dr. Lecter” xi – xx in <em>Hannibal Lecter and Philosophy</em> (web)</td>
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<td></td>
<td>Waugh, “The Butterfly and the Beast,” ch. 4 in <em>Dissecting Hannibal Lecter</em> (web)</td>
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<tr>
<td>10/23</td>
<td>NBC’s <em>Hannibal</em> (video on reserve)</td>
<td><strong>Term proj. topic</strong></td>
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<tr>
<td>10/25</td>
<td><em>Hannibal</em> (cont’d)</td>
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<tr>
<td>10/30</td>
<td>No reading assignment</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>11/1</td>
<td><strong>UNIT 3: INSPIRED BY ACTUAL EVENTS</strong></td>
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<tr>
<td>11/6</td>
<td>Vronsky, “Gilles de Rais—Bluebeard” (45-48/web); Shepard, “Classical Scenes of Farewell” (web)</td>
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<tr>
<td>11/8</td>
<td>Poe, “The Mystery of Marie Rogêt”</td>
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<tr>
<td>11/13</td>
<td>Dibdin, <em>The Last Sherlock Holmes Story</em></td>
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<tr>
<td>11/15</td>
<td>Meyer, <em>Time after Time</em> (video, on reserve)</td>
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<td>11/20</td>
<td>Fincher, <em>Zodiac</em> (video, on reserve)</td>
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<td>11/22</td>
<td><strong>Thanksgiving: no classes</strong></td>
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<td>11/27</td>
<td>Shady &amp; Rose, <em>The Roberts</em></td>
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<tr>
<td>11/29</td>
<td>No reading assignment</td>
<td><strong>Exam 3</strong></td>
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<tr>
<td>12/4</td>
<td>No reading assignment</td>
<td><strong>Presentations 1</strong></td>
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<tr>
<td>12/6</td>
<td>No reading assignment</td>
<td><strong>Term papers</strong></td>
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<tr>
<td>12/11</td>
<td>(6:00–8:00 PM)</td>
<td><strong>Presentations 2</strong></td>
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<td></td>
<td><strong>Presentations 3</strong></td>
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</table>

**NOTE:** This schedule may be revised at any time. Any changes will be discussed in class and confirmed in writing.
ADDNG A NEW COURSE TO THE CURRICULUM

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

SUBJECT H U M COURSE NO.* 4 3 0 1 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/sem LECTURE HOURS 45/sem LAB HOURS 0/sem RESEARCH HOURS 0/sem CONTACT HOURS (CEU) N/A

DEPARTMENT School of Arts & Communication
(e.g., Ocean Engineering and Marine Sciences)

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

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

☐ Restricted to 25 characters, including spaces

COMPUTER TITLE His of Sci/tech in War

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

CATALOG TITLE History of Science and Technology in Warfare

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces

Surveys how science and technology have impacted and been impacted by military conflict. Covers national identity, gender and the role of memory. Includes guest lecturers and discussion on why wars take place and how war is expressed in science fiction literature and film.

(AS/38) (LA)

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.

RESTRICTIONS

☐ Core 1 ☐ Core 2 ☐ Core 3

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

GRADIES 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.

R. Tavera Date 1-22-20 Chair, Graduate Council

Department Head/Program Chair Date 1-22-20

Dean or Associate Dean Date 1-24-20 Chair, Undergraduate Curriculum Committee

**Chair, AFAC

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

SCACORE SCAETL SCAPREQ SCABASE Acalog

SCARESS CIP Code 54.0108 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-364-219
HUM 4301
History of Science and Technology in Warfare

Instructor: Matthew Ruane  Spring 20xx
Class: T, Th 2:00-3:15 pm  E-Mail: mruane@fit.edu
Office Phone: x8797  Office Hrs: T, Th 11:00 am-12:30 pm or by appointment
Office: Crawford 303

This course will survey how science and technology has impacted and been impacted by military conflict. While the study of warfare is often dominated by enthusiasts of crossbows and/or tanks, modern historians know that the subject is more complex, a mixture of the history of science and technology, along with subjects as diverse as national identity, gender, and the role of memory. During this course, we will have guest lectures, along with lectures and class discussions that talk about specific aspects of this diverse field, from why we have wars in the first place, to a look at how war has been expressed in science fiction literature and film.

Students are expected to come prepared to participate in discussions during the classes, and part of your grade will come from your active and informed presentation in class.

Course Learning Objectives:
By the time a student leaves this course, they should have a thorough understanding of:
- technological change in war
- how new technologies have been received by militaries
- the impact of technology on the outcome of conflicts, but also on governments, society and personnel

Main Texts:
Keegan, John, A History of Warfare (2005), 978-0679730828
Scharre, Paul, Army of None: Autonomous Weapons and the Future of War (2019), 978-0393356588

Any additional readings will be posted in the Files section of CANVAS.

Suggested Readings:
Keely, Lawrence, War Before Civilization: The Myth of the Peaceful Savage (1997), 978-0195119121
Parker, Geoffrey, The Cambridge History of Warfare (2005), 978-0521618953
Tyson, Neil deGrasse & Lang, Avis, Accessory to War: The Unspoken Alliance Between Astrophysics and the Military (2019), 978-0393357462

Grading:
Class Participation: 20%
Two Short Writing Assignments (5-7 pg.): 20%
Term Paper (15-20 pg.): 20%
Midterm Examination: 20%
Final Examination: 20%

SHORT WRITING ASSIGNMENTS & TERM PAPER DEADLINES NOT COMPLETED ON TIME WILL BE PENALIZED! The midterm is a take-home exam and consists of an essay section from which you will choose to answer at least three essays. The final exam is non-cumulative and is identical in format to the midterm examination and you will be expected to complete at least three essay questions. Grades will not be curved. There will be no make-up exams given in this course. If you cannot complete an exam on time, you will forfeit that grade and there are very limited exceptions to this rule.
**Academic Dishonesty** will be handled in accordance with Honors College policy. 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](https://libguides.lib.fit.edu/plagiarism)

**Cell phone policy:** If your phone rings, if you try to make an outgoing call, or text messages are sent or received (translation: basically any variation of phone distraction when you should be paying attention), you are responsible for bringing pizza (or an acceptable alternative) to the following class.

**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.

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.

**Administrative Details:**

**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 Security at 321-674-8111. *Please note that as your professor, I am required to report any incidences to Security or to the Title IX Coordinator (Fanak Baarmand, 321-674-8885). 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 with disabilities in the participation of activities operated/sponsored by the university. Therefore, students with documented disabilities are entitled to reasonable educational accommodations. The Office of Disability Services (ODS) supports students by assisting with 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 with approved accommodations are encouraged to speak with 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](http://www.fit.edu/disability).

**Syllabus**
Note the syllabus is subject to change.

**Introduction**
Week One: Introduction & Why We Fight
Readings: Keegan, pp. 1-61

Guest Lecture: TBA
Pre-History: Sticks & Stones
Week Two: The Origins of Warfare in the Paleolithic World
Guest Lecture: TBA

Classical History: The Mediterranean World
Week Three: Sumer, Egypt & Babylonia
Guest Lecture: TBA

Writing Assignment One Due: Thursday

Classical Technology: Non-European Contributions
Week Five: The Asian Arts of War: China, Japan and India
Readings: Keegan, pp. 179-182, 200-217; “Ancient Chinese Warfare” (https://www.ancient.eu/Chinese_Warfare/); “Discovering War in Chinese History” (pdf is in the Files section of CANVAS); “The Warrior Class in Japan” (pdf is in the Files section of CANVAS)
Guest Lecture: TBA

Medieval Transformation of War
Week Six: From the Stirrup to the Crusades, Fortifications, Sieges and Artillery
Readings: Keegan, pp. 283-298; “Siege Warfare in Medieval Europe” (https://www.ancient.eu/article/1230/siege-warfare-in-medieval-europe); “The Military Revolution from a Medieval Perspective” (pdf is in the Files section of CANVAS)
Guest Lecture: TBA

The First Military Revolution, 1740-1914
Week Seven: The Long 18th Century: Revolutions & Napoleonic Conflict
Readings: Boot, pp. 1-109; Keegan, pp. 319-359; Satia, pp. 1-182
Guest Lecture: TBA

Week Eight: The American Civil War: The Industrial Revolutions’ Impact on Warfare
Readings: Boot, pp. 109-204; Satia, pp. 183-303
Guest Lecture: TBA
Midterm: Due Thursday (Week 8)

*The World Wars, 1914-1945*

Week Nine: World War I: Airplanes, Gas, Tanks, and the Machine Gun

Guest Lecture: TBA

Week Ten: World War II: Aircraft Carriers, Blitzkrieg, Bombing, and Industrial Power

Guest Lecture: TBA

Writing Assignment Two Due: Thursday (Week 10)

*Modern War & Technological Change*

Week Eleven: The Cold War & Vietnam
Readings: Jacobsen, pp. 5-116; Mahnken, Chp. 3: “Technology and the War in Vietnam, 1963-1975” (Pdf uploaded to CANVAS)

Guest Lecture: TBA

Week Twelve: Visions of Space & Science Fiction
Readings: Jacobsen, pp. 117-236; Mahnken, Chp. 2: “The Nuclear Revolution 1945-1960” (Pdf uploaded to CANVAS)

Guest Lecture: TBA

*Revolution in Military Affairs (RMA) in the late 20th and 21st centuries*

Week Thirteen: Desert Storm & the Rise of Modern Battlefield

Guest Lecture: TBA

Week Fourteen: Thwarting Terrorism & Asymmetrical Warfare
Readings: Boot, pp. 352-438; Jacobsen, pp. 319-404; Scharre, pp. 59-137; Mahnken, Chp. 6: “The Global War on Terrorism, 2001-2005” (Pdf uploaded to CANVAS)

Guest Lecture: TBA

Week Fifteen: War without Warriors: Cyberspace, Drones & Robotics
Readings: Boot, pp. 439-475; Scharre, pp. 137-251

Guest Lecture: TBA

Term Paper Due: Thursday (Week 15)

Week Sixteen: The Future of Warfare, 2020--
Readings: Jacobsen, pp. 405-452; Scharre, pp. 251-369
Guest Lecture: TBA

Final Exam: Due Tuesday
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE of Psychology and Liberal Arts

DEPARTMENT School of Arts and Communication

REQUEST IS FOR CHANGE IN COURSE  H U M  3 4 0 2

Number

Constitutional Law 2

Course Title

TO BE INCLUDED IN 20 20 / 21 CATALOG

Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE? □ Yes □ No If yes, requested name

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE? □ Yes □ No If yes, current credits requested credits

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE? □ Yes □ No If yes, please check all that apply:

☐ Add □ Remove □ Prerequisite □ Corequisite H U M  3 4 0 1

Prefix Number

□ and □ or

□ Add □ Remove □ Prerequisite □ Corequisite jCore 1

Prefix Number

□ and □ or

□ Add □ Remove □ Other Restrictions* □ Yes □ No If yes, please use box below:

*Other restrictions may include changing the grade mode (P/F, S/U, A-F, CEU), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

HUM Core 1 or HUM Core 2

☐ Yes □ No Is this request for the course to be used to measure program-level student learning outcomes?

☐ Yes □ No Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

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

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) [Signature] 1-22-20

Originator

Date

2) [Signature] 1-22-20

Department Head/Program Chair

Date

OR

3) [Signature] 1-29-20

Dean or Associate Dean

Date

Chair, Undergraduate Curriculum Committee

Date

CATALOG & CURRICULUM MANAGER'S USE ONLY

SCADIRSE: SCADETL: SCAPREQ:

SCABASE: SCARECS: ACATALOG:

Operator Initials: Date

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RGR-410-519
Please provide the following information when requesting a new major or minor (program or option) to be added to the curriculum. Only new majors, minors and options are assigned a new code and print on the diploma. The code will be assigned by the Office of the Registrar and information emailed to all appropriate personnel.

COLLEGE: Psychology and Liberal Arts (COPLA)  DELIVERY MODE(S): Classroom

DEPARTMENT: School of Arts and Communication  CAMPUS/SITE(S): Melbourne

PROGRAM TO BE ADDED: □ Major  ■ Minor  □ Option for: N/A  (existing degree program)

NOTE: Only Majors, Minors and Options receive new codes and print on the diploma; use Option for new program name to appear with existing degree name.

☐ Associate of Arts (A.A.)  ☐ Master of Education (M.Ed.)  ☐ Doctor of Business Administration (D.B.A.)
☐ Associate of Science (A.S.)  ☐ Master of Public Administration (M.P.A.)  ☐ Doctor of Philosophy (Ph.D.)
☐ Bachelor of Arts (B.A.)  ☐ Master of Science (M.S.)  ☐ Doctor of Psychology (Psy.D.)
☐ Bachelor of Science (B.S.)  ☐ Master of Science in Aviation (M.S.A.)  ☐ Graduate Certificate
☐ Master of Arts (M.A.)  ☐ Educational Specialist (Ed.S.)  ☐ Undergraduate Certificate
☐ Master of Business Administration (M.B.A.)  ☐ Doctor of Aviation (Av.D.)

OTHER ADDITION TO THE CURRICULUM NOTE: Only Majors, Minors and Options receive new codes and print on the diploma; use Adding a New Concentration or Specialization form if the new program represents less than a full degree curriculum.

PROGRAM TITLE: Restricted to 30 characters, including spaces

Minor in Military History

ACADEMIC YEAR TO BE INITIATED: FALL 2020  ADVISOR FOR NEW PROGRAM: Robert A. Taylor

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

ROUTING APPROVALS: 1) Department head/program chair and college dean approve and sign form. 2) Accreditation Liaison reviews and signs the form. 3) The director of APAC reviews the assessment plan for the program and signs form. 4) The chief academic officer reviews and approves business plan of the program in terms of financial viability and impact on the university mission and signs form. 5) Graduate Council or Undergraduate Curriculum Committee approves academics and signs form. 6) The chief academic officer reviews and signs form, and forwards to the Catalog & Curriculum Manager.

1) 2) 3) 4) 5) 6)

Date  Date  Date  Date  Date  Date

* Requests to add minor programs to the curriculum do not need Accreditation Liaison review.

REGISTRAR’S USE ONLY

FSA ATLAS  S O A X R E F  S M A P R L E
STMAJR  S D A C U R R  Ma j o r Co de A s s i g n e d
GWVSDBX  C I P C C o d e  O p e r a t o r I n i t ia l s / D a t e

Florida Institute of Technology • Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975 • 321-674-8114 • Fax 321-674-7827
Military History Minor

REQUIRED COURSES (6 hours)

HUM 3333  American Military History
HUM 4301  History of Science and Technology in Warfare (NEW)

ELECTIVE COURSES (12 hours)

HUM 3285  Special Topics in Literature with war/military focus including
           War in Literature
HUM 3334  History of Flight and the Space Age
HUM 3343  World War II History in Film: Europe
HUM 3344  World War II History in Film: Pacific
HUM 3385  Special Topics in History with war/military focus including
           The American Civil War
           World War I
HUM 3585  Special Topics in Philosophy with war/military focus
HUM 3685  Special Topics in Law with war/military focus
HUM 4150  Independent Study with war/military focus

NOTE: ROTC cadets can use Military Science 4 (MSC 4001 and MSC 4002)
      for 6 credits of the 12 elective credits required for this minor

TOTAL HOURS: 18
TO: Undergraduate Curriculum Committee  
FROM: Lisa Perdigao, Assistant Vice President, Honors College  
DATE: January 23, 2020  
SUBJECT: Writing about Literature Honors Section

The proposed Honors section of COM 1102: Writing about Literature will support the success of Honors College students pursuing Honors credits in the General Education Core. The Honors section is consistent with the coverage, course objectives, and student learning outcomes of COM 1102 yet offers distinct approaches to the material, assignments, and course objectives outlined by the National Collegiate Honors Council. The Honors section of COM 1102 differs from the non-Honors sections in its focus on a central theme and foundation in literary theory and literary criticism. The sample syllabus focuses on identity and features a final unit in which students analyze a journal article and model it in their own writing. The course continues to meet the General Education Core student learning outcomes while encouraging the further development of written and oral communication skills, analysis and synthesis of scholarly works, critical thinking skills, and independent research. The format is discussion-oriented rather than lecture-based to encourage independent critical thinking. Assignments include essays rather than quizzes and exams to facilitate students’ critical thinking and research skills as well as participatory activities (e.g., group work and presentations) that will encourage the students to be active learners.
REQUEST TO ADD AN HONORS SECTION TO AN EXISTING COURSE

Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the Fall term in which they appear in the University Catalog.

SUBJECT C O M COURSE NO.* 1 1 0 2 CREDIT HOURS 3 ACADEMIC YEAR TO BE ADDED TO THE FILE Fall 2020

(e.g., CSE) (e.g., 1301)

COURSE TITLE Writing about Literature

DEPARTMENT School of Arts and Communication

(e.g., Biological Sciences)

SCHEDULE TYPE Lecture

(e.g., Lecture, Lab or Special Topics/Project)

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

IMPORTANT INFORMATION

- Honors sections are restricted to instructor/department head approval for registration
- Honors sections carry all prerequisites, corequisites and restrictions approved for the existing course (cannot be changed for registration without prior approval and publication in the University Catalog)
- At least one non-honors section must be offered at the same time as the honors section
- Courses with honors sections will have the designation HON added to the course description

ASSESSMENT & SYLLABI CONFIRMATION

☐ Yes ☐ No Existing assessments/outcomes will be applicable to the honors section.

☐ Yes ☐ No Separate syllabi will be used for honors and non-honors sections.

☐ Yes ☐ No Attach justification for the department's request

☐ Yes ☐ No Describe difference between the honors and non-honors sections

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

Originator

Date 1-22-20

Department Head/Program Chair

Date 1-22-20

Dean or Associate Dean

Date 1-24-20

Chair, Undergraduate Curriculum Committee

Date

**Chair, Academic Programs Assessment Committee

Date

CATALOG & CURRICULUM MANAGER

REGISTRAR’S USE ONLY

These changes/additions have been made for the University Catalog and entered into the Class Schedule term named above,

SSASECT SSASYL SSATEXT ACatalog

Catalog & Curriculum Manager

Date

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-455-819
COM 1102: Writing about Literature  
Honors Section  
Fall 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: lperdig@fit.edu

Required Texts:  
Kazuo Ishiguro, *Never Let Me Go*

Film:  
*Fight Club* (Amazon Prime, Vudu)

Introduction:  
In this course, we will focus on how identity is represented in various literary forms (fiction, poetry, drama, and film) and analyzed in literary theory and criticism. As we explore the relationship between language and identity, we will examine how memory reconstructs experience and revises the notion of the self. In your papers, you will draw on the connections between the works, using different approaches to better understand what is at stake in each of these works of self-discovery and “othering.” As readers and writers, we will look at what these literary worlds tell us about our own lives and how we see ourselves.

Policies and Procedures

Grading:  
First essay 20%  
Second essay 20%  
Third essay 20%  
Final essay 30%  
Presentation 10%

Each essay (1-3) consists of 3-4 pages (750-100 words) written in MLA format and includes a works cited page, which is not included in the page/word count. All essays must be typed; use a standard 12-point font (about 250-300 words per page).

The final essay consists of 5-7 pages (1250-1750 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 1¼ inches.

Students are required to submit their responses in hard copy in class and on Canvas on the assigned date. Failure to submit an assignment in hard copy in class and/or 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.

For the presentation, you will select a text to present to the class, a text that connects with/expands on issues we have discussed this semester. Consider offering this text as an addition to the syllabus, a “recommended” reading for COM 1102: Writing about Literature. This text might be a short story, a poem, a play, a song, a film, a television episode, a piece of artwork—anything that represents one or many of the issues that we have discussed.
You will have 10-15 minutes to present your text, your “lesson” (a way of reading it/offering connections to other texts), to the class. The text that you select may directly connect to one of the works we have discussed or more broadly speak to a larger theme.

**Academic Dishonesty** will be handled in accordance with School of Arts and Communication policy. 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](https://libguides.lib.fit.edu/plagiarism)

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**What is Title IX?**
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<p>| 8/19  | Introduction |
| 8/21  | Literary Theory |
|      | Reading: Introduction (1-7); Critical Strategies for Reading (2025-2048); Reading and the Writing Process (2049-2082) |
| 8/23  | Mapping Fiction |
|      | Reading: Writing about Fiction (57-76); Plot (77-78; 83-86); Character (129-134); Setting (184- |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26</td>
<td>The Fragmented Self&lt;br&gt;Reading: Jacques Lacan, “The Mirror Stage as Formative of the Function of the I” (Canvas)</td>
</tr>
<tr>
<td>8/30</td>
<td>Mirror, Mirror&lt;br&gt;Reading: “Snow White” (Canvas)</td>
</tr>
<tr>
<td>9/2</td>
<td><strong>Labor Day—no class</strong></td>
</tr>
<tr>
<td>9/4</td>
<td>Coming of Age&lt;br&gt;Reading: Point of View (215-220); Symbolism (265-268); David Updike, “Summer” (358-363)</td>
</tr>
<tr>
<td>9/6</td>
<td>Reading: Theme (296-299); Mordecai Marcus, “What Is an Initiation Story?” (285-286); Susan Minot, “Lust” (333-340)</td>
</tr>
<tr>
<td>9/9</td>
<td>The Imitation Game&lt;br&gt;Reading: Style, Tone, and Irony (323-327); Mark Twain, “The Story of the Good Little Boy” (615-619)</td>
</tr>
<tr>
<td>9/11</td>
<td>Being Real&lt;br&gt;Reading: Brian Aldiss, “Super-Toys Last All Summer Long” (Canvas)</td>
</tr>
<tr>
<td>9/13</td>
<td>Writing the Self&lt;br&gt;Reading: Amy Bloom, “By-and-by” (Canvas)</td>
</tr>
<tr>
<td>9/16</td>
<td>Reading: Tim O’Brien, “How to Tell a True War Story” (340-350); The Literary Research Paper (2083-2100)</td>
</tr>
<tr>
<td>9/18</td>
<td>On the Differences between Poetry and Prose&lt;br&gt;Reading: Reading Poetry (755); Writing About Poetry (793-795); T.E. Hulme, “On the Differences between Poetry and Prose” (863-864); Ezra Pound, “In a Station of the Metro” (860) &lt;br&gt;<strong>First essay due</strong></td>
</tr>
<tr>
<td>9/20</td>
<td>Mirroring&lt;br&gt;Reading: Word Choice, Word Order, Tone (801-806); Figures of Speech (865-875); Sylvia Plath, “Mirror” (879-880)</td>
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<tr>
<td>9/23</td>
<td>Reading: Reading: Poetic Forms (970-999); Open Form (1000); Claribel Alegría, “I Am Mirror” (1326-1328)</td>
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<td>9/25</td>
<td>Shadows&lt;br&gt;Reading: Octavio Paz, “The Street” (1335)</td>
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<td>9/27</td>
<td>Reading: Patterns of Rhythm (946-952); Robert Frost, “Acquainted with the Night”</td>
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<td>9/30</td>
<td>Reading: Langston Hughes (1217-1219), “Lenox Avenue: Midnight” (1220-1221); Sounds (916-928)</td>
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<tr>
<td>10/2</td>
<td>Deconstruction</td>
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<td>Date</td>
<td>Assignment/Activity</td>
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<td>10/4</td>
<td>Reimagining the Self&lt;br&gt;Reading: T.S. Eliot, “The Love Song of J. Alfred Prufrock”</td>
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<tr>
<td>10/7</td>
<td>Rewriting the Self&lt;br&gt;Reading: Scott Hightower, “My Father” (886-887); Symbol, Allegory, and Irony (888-894)</td>
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<td>10/9</td>
<td>Reading: Richard Wilbur, “The Writer”</td>
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<tr>
<td>10/11</td>
<td>Reading: Mark Jarman, “Ground Swell” (Canvas)</td>
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<td>10/14</td>
<td><strong>Columbus Day—no class</strong></td>
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<tr>
<td>10/16</td>
<td>Reading: Reading Drama (1383-1385); Elements of Drama (1401-1404); Writing about Drama (1428-1430) &lt;br&gt;<strong>Second essay due</strong></td>
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<tr>
<td>10/18</td>
<td>The Early Modern Self&lt;br&gt;Reading: William Shakespeare, <em>Hamlet</em></td>
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<tr>
<td>10/21</td>
<td>Reading: Shakespeare, <em>Hamlet</em></td>
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<tr>
<td>10/23</td>
<td>Reading: Shakespeare, <em>Hamlet</em></td>
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<tr>
<td>10/25</td>
<td>Reading: Shakespeare, <em>Hamlet</em></td>
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<tr>
<td>10/28</td>
<td>Reading: Shakespeare, <em>Hamlet</em></td>
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<tr>
<td>10/30</td>
<td>The Postmodern Self&lt;br&gt;Viewing: <em>Fight Club</em></td>
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<td>11/1</td>
<td><em>Fight Club</em></td>
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<tr>
<td>11/4</td>
<td>Reflecting in/on Film&lt;br&gt;Reading: Christian Metz, “Signifier, Mirror”</td>
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<tr>
<td>11/6</td>
<td>Future Selves&lt;br&gt;Reading: Kazuo Ishiguro, <em>Never Let Me Go</em></td>
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<tr>
<td>11/8</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em></td>
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<td>11/11</td>
<td><strong>Veterans Day—no class</strong></td>
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<tr>
<td>11/13</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em></td>
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<tr>
<td>11/15</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em></td>
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<tr>
<td>11/18</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em></td>
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<tr>
<td>11/20</td>
<td>Reading: Ishiguro, <em>Never Let Me Go</em></td>
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<tr>
<td>11/22</td>
<td>Literature Review</td>
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Reading: Mark Jerng, “Giving Form to Life: Cloning and Narrative Expectations of the Human” (Canvas)

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>11/25</td>
<td>The Research Paper</td>
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<tr>
<td>11/27</td>
<td>Thanksgiving—no class</td>
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<tr>
<td>11/29</td>
<td>Thanksgiving—no class</td>
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<tr>
<td>12/2</td>
<td>Writing as Revision</td>
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<tr>
<td>12/4</td>
<td>Conclusions</td>
</tr>
<tr>
<td>12/9</td>
<td><strong>Final essay due</strong></td>
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</tbody>
</table>
TO: Undergraduate Curriculum Committee
FROM: Lisa Perdigao, Assistant Vice President, Honors College
DATE: January 23, 2020
SUBJECT: Honors Sections of Philosophy Surveys

The proposed Honors sections of HUM 2551: Survey of Ancient & Medieval Philosophy and HUM 2552: Survey of Modern & Contemporary Philosophy will support the success of Honors College students pursuing Honors credits in the General Education Core. The Honors sections are consistent with the coverage, course objectives, and student learning outcomes of the two surveys yet offer distinct approaches to the material, assignments, and course objectives outlined by the National Collegiate Honors Council. The Honors sections of the two surveys differ from the non-Honors sections in their more in-depth focus on philosophical research. The sample syllabi omit the final exam and assess the students on a final paper in which they are expected to demonstrate familiarity with relevant contemporary research articles. The course continues to meet the General Education Core student learning outcomes while encouraging the further development of written and oral communication skills, analysis and synthesis of scholarly works, critical thinking skills, and independent research. The format is discussion-oriented rather than lecture-based to encourage independent critical thinking. To facilitate students’ critical thinking and research skills, assignments include participatory activities (e.g., group work and presentations) that will encourage the students to be active learners and essays rather than quizzes and exams.
REQUEST TO ADD AN HONORS SECTION TO AN EXISTING COURSE

Honors information is added to the Class Schedule and is reported on the academic transcript. Honors section will be available for registration with instructor/department head approval beginning with the fall term in which they appear in the University Catalog.

SUBJECT H U M C O U R S E  N O . * 2 5 5 1 C R E D I T  H O U R S 3 A C A D E M I C  Y E A R  T O  B E  A D D E D  T O  T H E  F I L E  F a l l  2 0 2 0

( e . g . ,  C S E ) ( e . g . ,  1 3 0 1 ) ( e . g . ,  F a l l  2 0 2 0 )

C O U R S E  T I T L E  S u r v e y  o f  A n c i e n t  a n d  M e d i e v a l  P h i l o s o p h y

D E P A R T M E N T  S c h o o l  o f  A r t s  a n d  C o m m u n i c a t i o n
( e . g . ,  B i o l o g i c a l  S c i e n c e s )

S C H E D U L E  T Y P E  L e c t u r e
( e . g . ,  L e c t u r e ,  L a b  o r  S p e c i a l  T o p i c s / P r o j e c t )

☐ C O L L E G E  O F  A E R O N A U T I C S − 2 3
☐ C O L L E G E  O F  P S Y C H O L O G Y  A N D  L I B E R A L  A R T S − 2 5
☐ C O L L E G E  O F  E N G I N E E R I N G  A N D  S C I E N C E − 3 0

I M P O R T A N T  I N F O R M A T I O N

- Honors sections are restricted to instructor/department head approval for registration
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- Courses with honors sections will have the designation HON added to the course description

A S S E S S M E N T  &  S Y L L A B I  C O N F I R M A T I O N

☐ Y e s  ☐ N o  E x i s t i n g  a s s e s s m e n t s / o u t c o m e s  w i l l  b e  a p p l i c a b l e  t o  t h e  h o n o r s  s e c t i o n ,
☐ Y e s  ☐ N o  S e p a r a t e  s y l l a b i  w i l l  b e  u s e d  f o r  h o n o r s  a n d  n o n - h o n o r s  s e c t i o n s ,
☐ Y e s  ☐ N o  A t t a c h  j u s t i f i c a t i o n  f o r  t h e  d e p a r t m e n t ’ s  r e q u e s t
☐ Y e s  ☐ N o  D e s c r i b e  d i f f e r e n c e  b e t w e e n  t h e  h o n o r s  a n d  n o n - h o n o r s  s e c t i o n s

A P P R O V A L S :  O n  c o m p l e t i o n  o f  d e s c r i p t i o n  a n d  c o u r s e  n u m b e r  v e r i f i c a t i o n ,  a f f i x  a p p r o p r i a t e  s i g n a t u r e s  a s  i n d i c a t e d ,
and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

O r i g i n a t o r  M a t t e o  A l b e r i  1 - 2 2 - 2 0
D e p a r t m e n t  H e a d / P r o g r a m  C h a i r  1 / 2 2 / 2 0
D e a n  o r  A s s o c i a t e  D e a n  1 - 2 4 - 2 0
C h a i r ,  U n d e r g r a d u a t e  C u r r i c u l u m  C o m m i t t e e  D a t e

* C h a i r ,  A c a d e m i c  P r o g r a m s  A s s e s s m e n t  C o m m i t t e e  D a t e

C A T A L O G  &  C U R R I C U L U M  M A N A G E R

REGISTRAR’S USE ONLY

C a t a l o g  &  C u r r i c u l u m  M a n a g e r  D a t e

S S A S E C T  __________ S S A S Y L B  __________ S S A T E X T  __________ A C A L O G  __________
Operator Init. __________ Date __________

D I S T R I B U T I O N

Original – Registrar
Copy – Academic Unit

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

RGR-435-819
Course Name and Number: HUM 2551 Survey of Ancient & Medieval Philosophy Honors

Meeting Days and Times: TBA

Location: TBA
Instructor Name: Dr. Moti Mizrahi
Email: mmizrahi@fit.edu
Phone: 1-321-674-8426
Office Hours: TBA

Course Description: Surveys key philosophical problems that occupied philosophers in the ancient and medieval periods. Emphasizes the analysis of theories by ancient and medieval philosophers on issues such as skepticism, universals, the existence of God, and free will in their historical context. (HU) (LA) Prerequisite: COM 1102.

Course Objectives: Upon successful completion of this course, students will (a) be familiar with key ancient and medieval philosophers, their arguments and philosophical views, (b) be able to construct and analyze arguments, (c) improve critical thinking, writing, and communication skills by explaining, critically examining, and debating key arguments of ancient and medieval philosophy, (d) be able to articulate and defend their own views on issues of philosophical significance.


Grading Policy:

1. Two Class Presentations (20%)
2. Ten Questions for Reflection in response to assigned readings, approximately 300 words each (20%)
3. Midterm Exam (20%)
4. Team Debate (20%)
5. Final Paper (20%)

Where to Find Extra Help: “Academic Support Services is here to serve you and do everything possible to assure that you are successful in your studies at Florida Tech. We are located adjacent to the teaching auditorium (P-133) of the Evans Library Pavilion” (from http://www.fit.edu/asc). Tutoring Hours (North Entrance): Mon-Fri, 9 am - 7 pm.

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**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Reasoning</td>
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<tr>
<td>3-4</td>
<td>Relativism</td>
<td>Socrates and the Sophists (Chs. 4, 6)</td>
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<td></td>
<td></td>
<td>Augustine (Ch. 13)</td>
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<td>5-6</td>
<td>Skepticism</td>
<td>Socrates and the Skeptics (Chs. 4, 11)</td>
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<tr>
<td>7-8</td>
<td>Forms</td>
<td>Plato and Aristotle (Chs. 8, 9)</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
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<td>9-10</td>
<td>Universals</td>
<td>Aquinas (Ch. 15)</td>
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<td>11-12</td>
<td>God</td>
<td>Aristotle (Ch. 9)</td>
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<td>Anselm and Aquinas (Ch. 15)</td>
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<td>13-14</td>
<td>Free Will</td>
<td>The Atomists (Ch. 2)</td>
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<td>The Epicureans and the Stoics (Ch. 11)</td>
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<td>15</td>
<td>Team Debate</td>
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SUBJECT H U M (e.g., CSL)
COURSE NO.* 2 5 5 2 (e.g., 1301)
CREDIT HOURS 3
ACADEMIC YEAR TO BE ADDED TO THE FILE Fall 2020
(COLLEGE OF AERONAUTICS—23
□ COLLEGE OF ENGINEERING AND SCIENCE—30
□ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS—25
□ NATHAN M. BISK COLLEGE OF BUSINESS—24

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ASSESSMENT & SYLLABI CONFIRMATION
- Yes □ No Existing assessments/outcomes will be applicable to the honors section.
- Yes □ No Separate syllabi will be used for honors and non-honors sections,
- Yes □ No Attach justification for the department’s request
- Yes □ No Describe difference between the honors and non-honors sections

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit to the Undergraduate Curriculum Committee Chair for placement on agenda.

Originator: Andrew Mckinley
Department Head/Program Chair: 1/22/20
Dean of Associate Dean: 1/27/20
Chair, Undergraduate Curriculum Committee: Date
**Chair, Academic Programs Assessment Committee: Date

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

Catalog & Curriculum Manager: Date

REGISTRAR'S USE ONLY
SSAECT: SSASYLB: SSATECT: ACADLG: 
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-435-819
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Meeting Days and Times: TBA

Location: TBA
Instructor Name: Dr. Moti Mizrahi
Email: mmizrahi@fit.edu
Phone: 1-321-674-8426
Office Hours: TBA

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<tr>
<td>3-4</td>
<td>Epistemology</td>
<td>Descartes (Ch. 17)</td>
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<td>5-6</td>
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<td>Locke (Ch. 18)</td>
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<tr>
<td>7-8</td>
<td>Hume (Ch. 19)</td>
<td>Kant (Ch. 20)</td>
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| 9-10 | Metaethics | Hume (Ch. 19)  
Dewey (Ch. 25)  
Wittgenstein (Ch. 26)  
De Beauvoir (Ch. 28)  
Rorty (Ch. 29) |
| 11-12 | Philosophy of Mind | Descartes (Ch. 17)  
Hobbes (Ch. 18)  
Locke (Ch. 18)  
Hume (Ch. 19) |
| 13-14 | Consciousness and AI | Dennett, Searle, Nagel, Jackson, Chalmers (Ch. 30) |
| 15 | Team Debate  
Final Paper |    |