TO: UGCC – Meeting March 2011  
FROM: Alan Rosiene, Department of Humanities & Communication  
SUBJECT: Change of Level, HUM 3212, HUM 3213, HUM 3331, HUM 3332  

The Humanities and Communication Department proposes the following:  

1. Change HUM 3212 English and American Literature 1 and HUM 3213 English and American Literature 2 from 3000 level to 2000 level, replacing the 3000 level courses with HUM 2212 and HUM 2213. These courses were approved at the 3000 level, but neither has been taught under those designations. Course names and descriptions will remain the same.  

2. Change HUM 3331 American History: Pre-Columbian to Civil War and HUM 3332 American History: From Reconstruction to the Present from 3000 level to 2000 level, replacing the 3000 level courses with HUM 2331 and HUM 2332. These courses always have been taught at the 3000 level, although other schools teach the same sequence at the 2000 level. Course names and descriptions will remain the same.  

These changes of level will allow all four courses to be offered as alternatives to HUM 2052 Civilization 2. Opportunities for transfer credit applicable to the core also will be significantly increased. The prerequisite for each course has been lowered to COM 1102 to permit students more flexibility in scheduling their core requirements.  

Catalog changes pertaining to deploying the HUM 2052 options will be offered at the next meeting of the UGCC.
ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT H U M (e.g., CSE) COURSE NO. 2 2 1 2 (e.g., 1301) CREDIT HOURS 3 TERM TO BE ADDED TO THE FILE Spring 2012 (e.g., Fall 2010)

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

DEPARTMENT Humanities and Communication SCHEDULE TYPE Lecture (A) (e.g., Computer Sciences)

☐ COLLEGE OF AERONAUTICS – 23 ☒ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25
☐ NATHAN M. BISK COLLEGE OF BUSINESS – 24 ☐ COLLEGE OF SCIENCE – 26
☐ COLLEGE OF ENGINEERING – 1 ☐ EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS – 90

COMPUTER TITLE: Restricted to 25 characters, including spaces Eng & Amer Lit I

CATALOG TITLE: English and American Literature 1

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

Surveys English and American Literature of the late 18th to early 20th century, from the French Revolution to World War I. Emphasizes the interpretation of texts that reflect changing ideas about individual and national identities during revolutionary times.

This description has been approved by the catalog office: Emajo 3/16/11

Catalog Director Date

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

RESTRICTIONS ☒ Prerequisite COM 1102 ☐ Corequisite Course Number ☐ and ☐ or

☐ Prerequisite Course Number ☐ Corequisite Course Number ☐ and ☐ or

☐ Prerequisite Course Number ☐ Corequisite Course Number ☐ and ☐ or

GRADES TO BE ISSUED ☒ A, B, C, D, F ☐ A, B, C, D, F, CEU/Audit

☐ CEU ☐ S, U ☐ P, F ☐ Other

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

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

SUBJECT Alpha Prefix (e.g., CSE) H U M COURSE NO. (e.g., 1301) 3 2 1 2 TERM TO INACTIVATE Spring 2012

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

Original 3-16-11

Chair, Graduate Council Date

R. Lapa 3/16/11

Chair, Undergraduate Curriculum Committee Date

Dean or Associate Dean 3/16/11

Catalog Director Date

REGISTRAR’S USE ONLY

SCACSE SCADTL SCACRP SCABASE

SCARBES OperatorInit. Date

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RGR-009-111

DISTRIBUTION

Original – Registrar

Copy – Academic Unit

Date
Course Description:
This course surveys British and American literature from the late eighteenth to early twentieth century, from the French Revolution to World War I. We will explore how British and American literary traditions develop during the period, reflecting changing ideas about individual and national identities during these revolutionary times. Employing a transatlantic approach, we will consider how an emerging American tradition compares to British Romantic, Victorian, and modern texts. As the periods challenged traditional notions of institutions—including those of religion and politics as well as constructs of race, class, and gender—the literary works represent conflicting ideas about progress. Analyses of these works and the societies that produced them will lead us to reconsider the modern world and our roles within it.

Texts:

Policies and Procedures

Grading:
Assignments 20%
Quizzes 20%
Midterm 20%
Final essay 20%
Final exam 20%

Assignments will take the form of short questions and creative assignments—for example, selecting images or media to connect with the readings. They will also serve as a foundation for class discussions.

A quiz will focus on the day’s assigned reading(s). The quiz may be announced the day before class or be a “pop quiz.” As regular attendance is mandatory, make-up quizzes are unlikely.

The final essay consists of 4-5 pages written in MLA format and includes a works cited page. The essay must be typed; use a standard 12-point font (about 250-300 words per page).

Students are required to submit their essays and assignments to www.turnitin.com on the assigned date; failure to submit essays and assignments to turnitin.com and/or to turn in the hard copy in class on the due date will lead to a failure of the assignment. Our class ID is XXXXXXXX and the password is XXXXXX.

Academic Dishonesty will be handled in accordance with Humanities and Communication Department policy. Cheating and plagiarism will result in failure of assignment and/or failure of course and 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 (www.fit.edu/current/plagiarism/pdf).

Attendance is required. If you miss more than 75% of the classes, you run the risk of failing the course. You are responsible for all of the work you miss.
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16</td>
<td>Introduction</td>
</tr>
<tr>
<td>August 20</td>
<td>“The Revolutionary Controversy and the ‘Spirit of the Age’” (148-149); Edmund Burke, “from Reflections on the Revolution in France” (152-158); Mary Wollstonecraft, “from A Vindication of the Rights of Man” (158-163); from A Vindication of the Rights of Woman (167-195); Thomas Paine, from Rights of Man (163-167)</td>
</tr>
<tr>
<td>August 23</td>
<td>William Wordsworth, “We Are Seven,” “The Tables Turned,” “London, 1802,” “The world is too much with us,” “Mutability” (243-245; 248-249; 319; 320)</td>
</tr>
<tr>
<td>August 27</td>
<td>“The Gothic and the Development of a Mass Readership” (577-579); Horace Walpole, from The Castle of Otranto (579-582); Anna Letitia Aikin and John Aikin, “On the Pleasure Derived from Objects of Terror” (582-587); William Beckford, from Vathek (587-592)</td>
</tr>
<tr>
<td>August 30</td>
<td>Ann Radcliffe, from The Romance of the Forest, from The Mysteries of Udolpho (592-595); Matthew Gregory Lewis, The Monk (595-600); Samuel Taylor Coleridge, from Review of The Monk by Matthew Lewis, from Biographia Literaria (602-607)</td>
</tr>
<tr>
<td>September 1</td>
<td>George Gordon, Lord Byron, “She walks in beauty,” “Childe Harold’s Pilgrimage” (607-611; 612; 617-635); Percy Bysshe Shelley, “Mutability,” “To Wordsworth,” “Ozymandias,” (741-744; 768)</td>
</tr>
<tr>
<td>September 3</td>
<td>John Keats, “To Homer,” “Bright star, would I were steadfast as thou art,” “Ode on a Grecian Urn,” To Percy Bysshe Shelley (878-881; 888; 898-899; 905-906; 953-954); Mary Wollstonecraft Shelley, from The Last Man (955-961)</td>
</tr>
<tr>
<td>September 6</td>
<td><strong>Labor Day—no class</strong></td>
</tr>
<tr>
<td>September 8</td>
<td>“Early Nineteenth Century” (Heath, Volume B, 1443-73); “Native America” (1474-1476); William Apess, “An Indian’s Looking-Glass for the White Man” (1513-1519); “Moowis, the Indian Coquette”; “Mishoshia, or the Magician and His Daughters: A Chippewa Tale or Legend”; “The Forsaken Brother: A Chippewa Tale”; “The Little Spirit, or Boy-Man: An Odjibwa Tale” (1548-1559)</td>
</tr>
</tbody>
</table>
| September 10| “Cluster: Expansion and Removal” (1587-1588); James Monroe, “The Monroe Doctrine” (1589); Andrew Jackson, “On Indian Removal: The President’s Message to Congress” (1593); Ralph Waldo Emerson, “Letter to Martin Van
Buren, President of the United States” (1597-1598); Herman Melville, from The Confidence-Man (1604-1606)

September 13

September 15
“Songs and Ballads” (2936-2937); “Songs of the Slaves”: “Lay Dis Body Down” (2938); “John Brown’s Body” (2944); “Race, Slavery, and the Invention of the ‘South’” (1981-1982); Frederick Douglass, Narrative of the Life of Frederick Douglass, and American Slave, What to the Slave is the Fourth of July? (2035-2121)

September 17
Harriet Ann Jacobs, from Incidents in the Life of a Slave Girl (2185-2211); Abraham Lincoln, “Address at the Dedication of the Gettysburg National Cemetery”; “Second Inaugural Address” (2232-2235)

September 20
Harriet Beecher Stowe, from Uncle Tom’s Cabin (2573-2627); “Concluding Remarks” (2925-2927)

September 22
Sojourner Truth, the Libyan Sibyl (2627-2636); Literature and the “Woman Question” (2237): Sojourner Truth, “Speech at New York City Convention” (2253); “Address to the First Annual Meeting of the American Equal Rights Association” (2254-2256)

September 24
“The Development of Narrative” (2272-2275); Henry James, “The Art of Fiction” (298-313); Nathaniel Hawthorne, “Young Goodman Brown,” “The Minister’s Black Veil,” “The Birth-mark,” “Rappaccini’s Daughter” (2431-2471)

September 27
Edgar Allan Poe, “The Fall of the House of Usher,” “The Tell-Tale Heart” (2497-2511; 2517-2520)

September 29
Herman Melville, “Billy Budd, Sailor,” “Letter to Nathaniel Hawthorne” (2753-2811; 2923-2925)

October 1
Ralph Waldo Emerson, “Nature,” “The American Scholar,” “Concord Hymn,” (1704-1710; 1734-1746; 1793); Henry David Thoreau, “Resistance to Civil Government” (1859-1876)

October 3
Walt Whitman, from Leaves of Grass (2996); Preface to the 1855 Edition; Song of Myself (2996-3055); Emily Dickinson “There’s a certain Slant of Light”; “I felt a Funeral, in my Brain,” (3134-3135); “I heard a Fly buzz—when I died” (3145)

October 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Authors and Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 8</td>
<td>Charles Dickens, “A Visit to Newgate” (1236-1248); Emily Bronte, “The Prisoner. A Fragment” (1311; 315-1316)</td>
</tr>
<tr>
<td>October 11</td>
<td><strong>Columbus Day—no class</strong></td>
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<tr>
<td>October 13</td>
<td>Elizabeth Barrett Browning, “from Sonnets from the Portuguese” (1077-1079); Robert Browning, “My Last Duchess,” “The Lost Leader” (1248-1252; 1255-1257)</td>
</tr>
<tr>
<td>October 15</td>
<td>Alfred, Lord Tennyson, “The Lotos-Eaters,” “Ulysses” (1109-1112; 1119-1123-1125); Matthew Arnold, “Memorial Verses,” “Dover Beach,” from The Function of Criticism at the Present Time, “Literature and Science” (1350-1354; 1358-1360; 1368-1397; 1415-1427)</td>
</tr>
<tr>
<td>October 18</td>
<td>Dante Gabriel Rossetti, from The House of Life (1442-1443; 1459-1459); Christina Rossetti, “Song, “In An Artist’s Studio,”” (1459-1461; 1463)</td>
</tr>
<tr>
<td>October 20</td>
<td>Gerard Manley Hopkins, “As Kingfishers Catch Fire,” “Spring and Fall” (1513-1517; 1521); Lewis Carroll, “Jabberwocky,” “Humpty Dumpty’s Explication of ‘Jabberwocky,’” “The White Knight’s Song” (1529-1533)</td>
</tr>
<tr>
<td>October 22</td>
<td>“Industrialism: Progress or Decline?” (1556-1557); Charles Dickens, from Hard Times (1573-1574); Annie Besant, “The ‘White Slavery’ of London Match Workers” (1577-1579)</td>
</tr>
<tr>
<td>October 25</td>
<td>“The ‘Woman Question’: The Victorian Debate About Gender” (1581-1583); Coventry Patmore, from The Angel in the House (1585-1587); Florence Nightingale, from Cassandra (1598-1601); Mona Caird, from Marriage (1601-1605)</td>
</tr>
<tr>
<td>October 27</td>
<td>“Empire and National Identity” (1607-1609); Joseph Chamberlain, from The True Conception of Empire (1630-1632); J. A. Hobson, from Imperialism: A Study” (1632-1633)</td>
</tr>
<tr>
<td>October 29</td>
<td>“Late Victorians” (1635-1637); Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde (1643-1685)</td>
</tr>
<tr>
<td>November 1</td>
<td>Oscar Wilde, Preface to The Picture of Dorian Gray (1686-1697; 1697-1698)</td>
</tr>
<tr>
<td>November 3</td>
<td>Rudyard Kipling, “Recessional,” “The White Man’s Burden,” “If—” (1793-1794; 1820-1823)</td>
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<tr>
<td>November 5</td>
<td>“Late Nineteenth Century” (Heath, Volume C 1-35); “African American Folktalkes” (35-39); “Fox and Rabbit in the Well”; “The Signifying Monkey” (43-45); “The Flying Africans” (46); “Two Tales from Eatonville, Florida” (747-48); “Talking Bones” (51)</td>
</tr>
<tr>
<td>November 8</td>
<td>Charles Waddell Chesnutt, “What Is a White Man?” (117-124); Paule Laurence Dunbar, “Frederick Douglass” (176-178); “Prometheus”; “The Lynching of Jube Benson” (181)</td>
</tr>
</tbody>
</table>
November 10  Veterans Day—no class

November 12  Stephen Crane, “The Open Boat” (517-534); “Do Not Weep, Maiden, for War is Kind” (542); “A Man Said to the Universe” (543)

November 15  “Critical Visions of Postbellum America” (609); Standing Bear, “What I Am Going to Tell You Here Will Take Me until Dark” (610-613); Charles Alexander Eastman, from The Soul of the Indian (614-619)

November 17  Upton Sinclair, from The Jungle (702-717); Henry Adams, from The Education of Henry Adams (717-719; 730-738)

November 19  Charlotte Perkins Gilman, “The Yellow Wall-Paper” (673-685); “Why I Wrote ‘The Yellow Wallpaper’” (692); Kate Chopin, “The Story of an Hour” (423-425); Alice Dunbar-Nelson, “I Sit and Sew” (918)

November 22  “The Making of ‘Americans’” (926-927); “Cluster: E Pluribus Unum—All in the Family” (928-931); Henry Adams, from Democracy (931-933); Henry W. Grady, “The New South” (933-935); Ida B. Wells-Barnett, from A Red Record (935-939); Plessy v. Ferguson (940-944); Dawes Severalty Act (944-945); from Chinese Exclusion Act (946); Thomas Nast, “E Pluribus Unum (Except the Chinese)” (947); Xu, from Xiangshan, “Poem by One Named Xu, from Xiangshan, Consoling Himself” (948); Anonymous, “I Have Ten Thousand Hopes” (948)

November 24  Thanksgiving —no class

November 26  Thanksgiving—no class

November 29  “Cluster: Religion and Spirituality—Forms of Belief, Forms of Skepticism” (1031-1035); James Weldon Johnson, from The Autobiography of an Ex-Colored Man (1038-1041); Frances E. W. Harper, “Christ’s Entry into Jerusalem” (1046-1047); Thomas Henry Huxley, “Science and Christian Tradition” (1048)

December 1  Conclusions
Florida Institute of Technology

ADDITION TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT H U M (e.g., CSE)  COURSE NO. 2 2 1 3 (e.g., 1301)  CREDIT HOURS 3  TERM TO BE ADDED TO THE FILE Spring 2012 (e.g., Fall 2010)

CLASS HOURS 45/semester  LECTURE HOURS 45/semester  LAB HOURS  CONTACT HOURS (CEU ONLY)  SCHEDULE TYPE Lecture (A)  (e.g., Lecture, Lab or Special Topics/Project)

☐ COLLEGE OF AERONAUTICS – 23  ☑ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25
☐ NATHAN M. BISK COLLEGE OF BUSINESS – 24  ☐ COLLEGE OF SCIENCE – 26
☐ COLLEGE OF ENGINEERING – 1  ☐ EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS – 90

COMPUTER TITLE Restricted to 25 characters, including spaces: Eng & Amer Lit 2

CATALOG TITLE English and American Literature 2

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

Surveys English and American literature in the 20th and 21st centuries, from World War I to the present. Emphasizes the interpretation of texts that represent the development of the modern world and modern selves.

This description has been approved by the catalog office.  

Grades to be Issued: A, B, C, D, F  
☐ A, B, C, D, F, CEU/Audit  
☐ CEU  
☐ S, U  
☐ P, F  
☐ Other

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

RESTRICTIONS ☐ Prerequisite COM 1102  ☐ Corequisite  
Course Number  
Course Number

☐ Prerequisite  
Course Number

☐ Prerequisite  
Course Number

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

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

SUBJECT Alpha Prefix (e.g., CSE)  H U M COURSE NO. (e.g., 1301)  3 2 1 3  TERM TO INACTIVATE Spring 2012

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

Originator  3/16/11
Date

Chair, Graduate Council  Date

Department Head/Program Chair  2/1/11
Date

Chair, Undergraduate Curriculum Committee  Date

Dean of Associate Dean  3/18/11
Date

CATALOG DIRECTOR

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

Registrar

Florida Institute of Technology • Office of the Registrar

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ROX-698-111
Course Description:
This course surveys representative works of British and American literature in the twentieth and twenty-first centuries, from World War I to the present. We will explore how British and American literary traditions develop during the period to reflect new ideas about the world and the self. We will examine how a selection of British and American texts represent the relationship between the individual and society, conceptions of national identities and globalization, the uses of technology and its influences on perceptions of identity, and the role of literature in modern and postmodern eras. Studying the two traditions, we will analyze how literary revisions reconstruct the past and build visions of the future. This transatlantic approach will bridge the divide between British and American cultures, traditions, and literature, exploring and redefining the space between.

Texts:
Virginia Woolf, *Mrs. Dalloway*
Michael Cunningham, *The Hours*
Joseph O’Neill, *Netherland*

Policies and Procedures

Grading:
- Assignments 20%
- Quizzes 20%
- Midterm 20%
- Final essay 20%
- Final exam 20%

**Assignments** will take the form of short questions and creative assignments—for example, selecting images or media to connect with the readings. They will also serve as a foundation for class discussions.

A **quiz** will focus on the day’s assigned reading(s). The quiz may be announced the day before class or be a “pop quiz.” As regular attendance is mandatory, make-up quizzes are unlikely.

The **final essay** consists of 4-5 pages written in MLA format and includes a works cited page. The essay must be typed; use a standard 12-point font (about 250-300 words per page).

**Students are required to submit their essays and assignments to www.turnitin.com on the assigned date; failure to submit essays and assignments to turnitin.com and/or to turn in the hard copy in class on the due date will lead to a failure of the assignment.** Our class ID is XXXXXXXX and the password is XXXXX.
**Academic Dishonesty** will be handled in accordance with Humanities and Communication Department policy. Cheating and plagiarism will result in failure of assignment and/or failure of course and 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 (www.fit.edu/current/plagiarism/pdf).

**Attendance** is required. If you miss more than 75% of the classes, you run the risk of failing the course. You are responsible for all of the work you miss.

**Course Schedule**

- **January 10**  
  Introduction

- **January 12**  
  “The Twentieth Century and After: Introduction” (Norton: 1827-1850);  
  “Voices from World War I” (Norton: 1954-1955);  
  Rupert Brooke, “The Soldier” (Norton: 1955-1956);  
  Siegfried Sassoon, “They” (Norton: 1960-1962)

- **January 14**  
  Wilfred Owen, “Dulce et Decorum Est” (Norton: 1974);  
  From *Owen’s Letters to His Mother* (Norton: 1979-1980);  
  Preface (Norton: 1980)

- **January 17**  
  **Martin Luther King Jr. Day—no class**

- **January 19**  
  William Butler Yeats, “No Second Troy,” “The Second Coming,”  
  “Sailing to Byzantium” (Norton: 2019-2022; 2029; 2036-2037; 2040)

- **January 21**  
  James Joyce, from *Ulysses* (Norton: 2163-2166; 2200-2239)

- **January 24**  
  “Tradition and the Individual Talent” (Norton: 2286-2293; 2309-2311; 2319-2325)

- **January 26**  
  Stevie Smith, “Our Bog is Dood,” “Not Waving but Drowning” (Norton: 2372-2375);  

- **January 28**  
  **Art assignment**

- **January 31**  
  Virginia Woolf, *Mrs. Dalloway*

- **February 2**  
  Woolf, *Mrs. Dalloway*

- **February 4**  
  Woolf, *Mrs. Dalloway*

- **February 7**  
  “Voices from World War II” (Norton 2451-2452);  
  Henry Reed, from *Lessons of the War* (Norton: 2454-2456);  
  “Nation and Language” (Norton: 2461-2462);  
  Claude McKay, “Old England,” “If We Must Die” (Norton: 2463-2464);  
  Kamau Brathwaite, “Nation Language” (Norton: 2523-2527)

  **Contexts assignment**

- **February 9**  
  “Modern Period, 1910-1945,” “Toward the Modern Age” (Heath,
February 11  
E. E. Cummings, “[i like my body when it is with your],” “[my sweet old etcetera],” “[since feeling is first],” “[Picasso]” (Heath, Volume D: 1571; 1573-7)

February 14  
F. Scott Fitzgerald, “Babylon Revisited” (Heath, Volume D: 1616-1631);  
Ernest Hemingway, “Hills Like White Elephants” (Heath, Volume D: 1671-1676)

February 16  
“The New Negro Renaissance” (Heath, Volume D: 1741-1744);  
Jean Toomer, “Blood-Burning Moon” (1754; 1758-1763);  
Zora Neale Hurston, “The Gilded Six-Bits” (Heath, Volume D: 1830-1831; 1839-1847)

**Constructing gender assignment**

February 18  
Langston Hughes, “The Negro Speaks of Rivers,” “The Same,”  
“Negro,” “I, Too,” “The Negro Artist and the Racial Mountain” (1773-1793)

February 21  
**Presidents Day—no class**

February 23  
Countee Cullen, “Heritage” (Heath, Volume D: 1803-1804; 1806-1809);  
Gwendolyn B. Bennett, “Heritage” (Heath, Volume D: 1810-1811);  
Claude McKay, “I Shall Return,” “America,” “In Bondage” (Heath, Volume D: 1847; 1850-1851)

February 25  
Nella Larsen, *Passing* (Heath, Volume D: 1856-1901)

**Reading race assignment**

February 28  
Larsen, *Passing* (Heath, Volume D: 1901-1921)

March 2  
“Contemporary Period: 1945 to the Present,” “The ‘American Century’: From Victory to Vietnam” (Heath, Volume E: 2241-2250);  
Muriel Rukeyser, “The Poem as Mask,” “Martin Luther King, Malcolm X” (Heath, Volume E: 2349-2350; 2353-2354);  
“A Sheaf of Poetry and Prose from the Beat Movement” (Heath, Volume E: 2579);  
Allen Ginsberg, “A Supermarket in California,” “Howl” (Heath, Volume E: 2579-2590)

March 4  
Robert Lowell, Jr., “For the Union Dead” (Heath, Volume E: 2505; 2509-2511);  
Robert Bly, “Counting Small-Boned Bodies” (Heath, Volume E: 2754-2755);  
Yusef Komunyakaa, “Facing It” (Heath, Volume E: 2762; 2766-2767)

**Midterm due**

March 7  
**Spring break—no class**
March 9 **Spring Break—no class**

March 11 **Spring Break—no class**


March 16 Robert Creeley, “I Know a Man” (Heath, Volume E: 2633-2634; 2636); Frank O’Hara, “Why I Am Not a Painter,” “Poem” (Heath, Volume E: 2639-2640; 2642-2644)

March 18 Sylvia Plath, “Lady Lazarus” (Heath, Volume E: 2836-2837; 2840-2842); Adrienne Rich, “Diving into the Wreck,” “Power” (Heath, Volume E: 2677-2680; 2682)

March 21 Ralph Ellison, “Flying Home” (2380-2381; 2386-2399); Amiri Baraka, “Black People: This is Our Destiny” (2926; 2929); Audre Lorde, “Power,” “The Master’s Tools Will Never Dismantle the Master’s House” (2891-2892; 2898-2900)

**Word and image assignment**

March 23 Lucille Clifton, “i am accused of tending to the past,” “at the cemetery, walnut grove plantation, south carolina, 1989,” “reply,” “in white america” (2969-2970; 2972-2976)


March 28 “New World Disorder: Recent Literature” (Heath, Volume E: 2781-2785); John Barth, “Lost in the Funhouse” (Heath, Volume E: 2796-2812); David Foster Wallace, “The Devil is a Busy Man” (Heath, Volume E: 3527-3530)

**Identity crisis assignment**


April 1 Chinua Achebe, from *An Image of Africa: Racism in Conrad’s Heart of Darkness* (2622-2623; 2709-2714)


April 6 Michael Cunningham, *The Hours*

April 8 Cunningham, *The Hours*
April 11  Cunningham, *The Hours*

April 13  Cunningham, *The Hours*

**Postmodern revisions assignment**

April 15  “Cluster: America in the World/ The World in America: Globalization and Post-9/11 American Culture” (Heath, Volume E: 3573-3574); Jean Baudrillard, from *The Spirit of Terrorism* (Heath, Volume E: 3574-3578); Wai Chee Dimock, “Planet and America, Set and Subset” (Heath, Volume E: 3578-3582); Don DeLillo, “In the Ruins of the Future” (Heath, Volume E: 3583-3590)


April 20  O’Neill, *Netherland*

April 22  O’Neill, *Netherland*

April 25  O’Neill, *Netherland*

April 27  Conclusions

May 4  **Final exam**
**Florida Institute of Technology**  
**ADDING A NEW COURSE TO THE CURRICULUM**

This course is available for student registration only after the approval process has been completed.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE NO.</th>
<th>CREDIT HOURS</th>
<th>TERM TO BE ADDED TO THE FILE</th>
<th>(e.g., HUM 2331)</th>
<th>(e.g., Spring 2012)</th>
</tr>
</thead>
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<tr>
<th>CLASS HOURS</th>
<th>LECTURE HOURS</th>
<th>LAB HOURS</th>
<th>CONTACT HOURS</th>
<th>SCHEDULE TYPE</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>45/semester</td>
<td>45/semester</td>
<td></td>
<td></td>
<td>Lecture (A)</td>
<td>Humanities and Communication</td>
</tr>
</tbody>
</table>

- [ ] COLLEGE OF AERONAUTICS – 23
- [X] COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25
- [ ] COLLEGE OF SCIENCE – 26
- [ ] COLLEGE OF ENGINEERING – 1
- [ ] EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS – 90

**COMPUTER TITLE**: Restricted to 25 characters, including spaces. Amer Hist to Civil War

**CATALOG TITLE**: American History: Pre-Columbian to Civil War Era

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

Surveys some of the basic problems in U.S. history through the Civil War era. Emphasizes origins, social characteristics and competing cultural values of the peoples that formed the American nation. (HUM/SS)

This description has been approved by the catalog office.  
**Catalog Director**  
3/16/11

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

**REQUIREMENTS**: Prerequisite Course 1102

**ADDITIONAL RESTRICTION**: (e.g., Major, Class Level, Department Head Approval)

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

<table>
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**APPROVALS**: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

**CUTLASS DIRECTOR**

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

**REGISTRAR’S USE ONLY**

| SCACRSE | SCADETL | SCAPREQ | SCABA Cure |

| SCARRS | 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-088-111
Syllabus

Objectives: This course is a survey of the history of the United States from its pre-Columbian beginnings through the end of the Civil War in 1865. Topics will include the political, social, economic and intellectual development of the American people in their formative period. The class will consist of lectures, assigned readings, and selected video documentaries.

Requirements: (1) There will be two examinations and a final given during the semester. Each will consist of short answer and essay questions and will count 25% of the final course grade. The final exam will not be cumulative. (2) There will be a 3,000-word typed out-of-class paper written by each student. This paper must have citations and a bibliography page and will count 25% of the final course grade. Topic and paper due date will be supplied by the instructor. Late papers will be penalized one letter grade; papers more than one day late will not be accepted. The final course grade will be computed from the average of the three examinations and the paper applied to the following grade scale:

100-90=A  
89-80=B  
79-70=C  
69-60=D  
59-00=F

Academic Dishonesty: Any form of academic dishonesty, especially plagiarism, will not be tolerated. Such dishonesty will result in a grade of “0” for the assignment and/or a failing grade for the course.

Attendance: The student is required to attend all classes. Six or more unauthorized absences will result in a one-letter-grade penalty on the student’s final grade. Class participation is welcomed and strongly encouraged.

Required Textbooks: Foner, Give Me Liberty! 2nd Ed. (Vol. 1)  
Cunningham, In Pursuit of Reason: The Life of Thomas Jefferson  
Wilentz, Andrew Jackson  
Gienapp, Abraham Lincoln and Civil War America
COURSE TOPICS AND READING ASSIGNMENTS

Europe and the Colonial Rivalry
(Foner, Chapters 1, 2; Cunningham, Chapters 1-3)

The Colonies Mature
(Foner, Chapters 3, 4; Cunningham, Chapters 4-6)

The Road to Revolution, 1763-1775
(Foner, Chapter 5; Cunningham, Chapters 7-9)

Was there an American Revolution?
(Foner, Chapter 6; Cunningham, Chapters 10-12)

Evolution of a Government: From the Confederation to the Constitution, 1781-1789
(Foner, Chapter 7; Cunningham, Chapters 13-15)

EXAM I

George Washington: The Indispensable Man
(Foner Chapter 8; Cunningham, Chapters 16-18)

The Age of Thomas Jefferson and the “Revolution of 1800”
(Foner, Chapter 9; Cunningham, Chapters 19-21)

The Union in Peril: The War of 1812 and the “Era of Good Feelings”
(Cunningham, Chapter 22; Wilentz, Chapters 1-3)

Slavery and the Old South: An American Inconsistency
(Foner, Chapter 11; Wilentz, Chapters 4-6)

The Market Revolution: Jacksonian American, 1824-1844
( Foner, Chapters 10, 12; Wilentz, Chapter 7-9)

EXAM II

Manifest Destiny and the Politics of Sectional Conflict 1848-1850
(Foner, Chapter 13; Gienapp, Chapters 1,2)

The Compromise of 1850 and “Bleeding Kansas”
(Gienapp, Chapters 3, 4)

And the War Came…. , 1857-1861
(Gienapp, Chapter 5, 6)
The Union Struggles, 1861-1863  
(Foner, Chapter 14; Gienapp, Chapter 7)

The Union Endures, 1863-1865  
(Gienapp, Chapter 8)

FINAL EXAM: Monday, December 6, 2010  
6:00-8:00pm
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT H U M (e.g., CSE)
COURSE NO. 3 3 2 (e.g., 1301)
CREDIT HOURS 3
TERM TO BE ADDED TO THE FILE Spring 2012 (e.g., Fall 2010)
CLASS HOURS 45/semester
LECTURE HOURS 45/semester
LAB HOURS
CONTACT HOURS (CEU ONLY)

DEPARTMENT Humanities and Communication (e.g., Computer Sciences)
SCHEDULE TYPE Lecture (A)
(e.g., Lecture, Lab or Special Topics/Project)

□ COLLEGE OF AERONAUTICS – 23
□ NATHAN M. BISK COLLEGE OF BUSINESS – 24
□ COLLEGE OF SCIENCE – 26
□ COLLEGE OF ENGINEERING – 1
□ EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS – 90

COMPUTER TITLE Restricted to 25 characters, including spaces Amer Hist Recon to Pres

CATALOG TITLE American History: From Reconstruction to the Present

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces

Examines the major ideas, ideals and events that have determined the American experience in the 19th and 20th centuries. (HU/ISS)

This description has been approved by the catalog office

Catalog Director Date

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

REQUIREMENTS
Prerequisite COM 1102
Course Number

Corequisite
Course Number

□ and □ or

□ A, B, C, D, F

□ A, B, C, D, F, CEU/Audit

□ CEU

□ S, U

□ F, F

□ Other

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

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

SUBJECT H U M (e.g., CSE)
COURSE NO. 3 3 2 (e.g., 1301)
TERM TO INACTIVATE Spring 2012

APPROVALS: Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

Originator Date

Chair, Graduate Council Date

OR

Department Head/Program Chair Date

Chair, Undergraduate Curriculum Committee Date

Dean or Associate Dean Date

CATALOG DIRECTOR

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

Catalog Director Date

REGISTRAR'S USE ONLY

SCACRISE
SCADETL
SCAPREQ
SCABASE

SCARRES Operator Init. Date

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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
Course Objectives:
This course is designed to give you an introduction to the development of American history from Reconstruction to the beginning of the twenty-first century. You will master the essentials of both the chronology and the content of the major developments which occurred during this period.

Texts:
- Wiebe: Search for Order ISBN-10: 0809001047
- Brinkley: Voices of Protest ISBN-10: 0394716280
- Video Clips: Angel Course Materials (VC)

Study Guide: There are a number of valuable ancillary aids available at the W.W. Norton website. These include: Podcasts, chapter outlines, flashcards, multiple-choice quizzes, true/false quizzes, as well as maps and a resource index. I will draw in these materials both in and out of class. You can access the web resources at the following URL http://www.wwnorton.com/college/history/foner2/welcome.asp

Grading and Course Procedures: All students will complete a three-part midterm (February 1, February 22, and March 22) (100 points for each part) and comprehensive final examination (150 points). A significant part of the examinations will consist of essay questions. There will be short quizzes throughout the semester.

Papers: There are twelve different collections of primary source documents in the documentary reader (Voices). You will write a critical analysis of four of these collections. You will be assigned to a team (1,2,3, or 4) for the presentations. Your analysis will be due by 2:00 pm on the day prior to the class discussion. (For example, if the team assignment for Team 1 is for class session that meets on Tuesday, Team 1 members will submit their individual reports by 2:00 on Monday). You will submit your analysis in the drop box on Angel and to Turn-it-In. Submissions not submitted the day prior to your presentation date will be penalized 10 points. Late papers receive no more than 50% of the available points. These analyses should be at least three pages, double spaced. You may write up to five pages. Make sure you tie the documents to the class lectures and discussions. The emphasis of these short papers is on critical analysis and not the summary. What do the sources tell you? What do they mean? Don_t just
repeat what the sources said; interpret and analyze them. What questions do these documents raise about American history? Do not just focus on one or two of the sources; rather, look at the larger theme connecting the selections. Remember, your document analysis essay is due the day before the class discusses the documents. You will be expected to provide a brief overview of the documents and explain your analysis to the class. Students are required to submit their papers to Turn-it-In_. Our class identification number is: 3709803. The class password is Freedom. Please log in and establish an account at: http://turnitin.com/static/index.html

Make-up examinations will only be given in extreme circumstances. Students must submit documentation (medical excuse, court order, etc.) for a make-up exam. Late papers and homework assignments (not received in-class on day due) will be penalized 1 letter grade per day past due date.

Class Attendance and academic integrity are essential. Absenteeism and tardiness will adversely effect your grade in this class. Excessive absenteeism (missing more than 8 sessions) and dishonesty are grounds for dismissal/and or failure in this course. The Humanities Department has a zero tolerance policy for plagiarism and cheating. See: http://www.fit.edu/current/plagiarism.pdf

Classroom Management:
- Be punctual. Arriving after class has begun disturbs everyone.
- Please refrain from leaving class once the period has started.
- Do not bring food or drinks to class. It is impolite and disruptive to eat a meal while class is in session. (Bottled water is permitted.)
- Turn off your cell phone, iPod (mpg player), iPad, laptop, etc. before class.
- During examinations, you may not leave the room.
- If you have special needs or documented accommodations, please see me.
- Students may not record class lectures, discussions, or presentations without prior written consent of the instructor.
- Pay attention.

Reading Assignments

Week 1 January 11-13
Tuesday Course Introduction: Huck Finn’s America: The American Odyssey
Thursday Reconstruction  FONER AND VOICES 15  VC

Week 2 January 18-20
Tuesday Gilded Age  FONER AND VOICES 16  VC Team 1 (Class should be prepared to discuss questions accompanying Voices documents) Woodward Introduction and Chapter 1 Bring Woodward text to class.
Thursday Woodward Chapters 2 and 3

Week 3 January 25-27
Tuesday Populism and Imperialism  FONER AND VOICES 17  Wiebe Chapters 1 and 2 Team 2 Bring Wiebe Text to class.
Thursday Progressivism  Progressivism  FONER AND VOICES 18  Team 3 Wiebe

Week 4 February 1-3
Tuesday Examination VC
Thursday FONER AND VOICES 18 VC  Wiebe  Team 4

Week 5 February 8-10
Tuesday World War 1  FONER AND VOICES 19 VC Wiebe Team 1
Thursday The Twenties  FONER AND VOICES 20 (719-748) VC Team 2

**Week 6** February 15-17

Tuesday The New Deal and the Great Depression  FONER AND VOICES 21 (756-782) VC Brinkley Team 3

Thursday Brinkley

**Week 7** February 22-24

Tuesday Examination 2

Thursday Brinkley

**Week 8** March 1-3

Tuesday The Gathering Storm: The Late 1930s  FONER AND VOICES 21 (783-795) VC Brinkley Team 4

Thursday World War II  FONER AND VOICES 22 (796-818) VC Team 1

**March 8-10** Spring Break

**Week 9** March 15-17

Tuesday World War II  FONER AND VOICES 22 (818-837) VC Team 2

Thursday The Fifties: The Picture Window Society  FONER AND VOICES 24 (873-899) VC Team 3

**Week 10** March 22-24

Tuesday Examination 3

Thursday The Civil Rights Movement  Woodward Chapters 5 and 6 Team 4

**Week 11** March 29-31

Tuesday FONER AND VOICES 24 (899-911) VC and  FONER AND VOICES 25 (912-933) VC Team 3

Thursday The Cold War  FONER AND VOICES 23 VC Team 2

**Week 12** April 5-7

Tuesday Shulman Chapters 1 and 2

Thursday Shulman Chapters 3, 4, and 5

**Week 13** April 12-14

Tuesday Shulman Chapters 6 and 7 The War In Vietnam

Thursday The Nixon Presidency and the Seventies  FONER AND VOICES 26 Team 4

**Week 14** April 19-21

Tuesday The 1970s

Thursday The Reagan Revolution  FONER AND VOICES 26 (986-995) VC Team 1

**Week 15** April 26

Tuesday 9/11  FONER AND VOICES 27 &  FONER AND VOICES 28 VC

Thursday Study Break

**Final Examination**  Friday, May 6  1-3 p.m.