Dear Prospective Honors in the Major Student:

The Burnett Honors College is pleased that you are interested in pursuing research and creative activity that can lead to Honors in the Major (HIM) recognition. This handbook contains information to guide you through the HIM thesis process from inception to completion. Modeled after a master’s thesis program, the HIM program enables capable and qualified students to pursue advanced undergraduate research and creative activities. This program structures opportunities for you to experience the rewards of independent research that would be otherwise unavailable through standard course offerings. In addition, your efforts will be recognized by the award of an Honors medallion upon graduation, and Honors distinction on your transcript and diploma. What follows is an overview of the major steps that you will need to follow in order to graduate with HIM distinction.

The crucial first steps are to identify a topic and to approach a faculty member in your major who shares an interest in your topic. Once you have identified a topic and an advisor who agrees to serve as your thesis committee chair, you may formally apply for admission to the HIM program. Upon acceptance into the program you will enroll for a semester of Honors Directed Readings to research your topic. This is followed by a semester of Honors Thesis when you write your thesis. Toward the end of this semester you will orally defend your thesis or project. Finally, you undertake the submission process so that your thesis becomes a permanent part of the UCF library collection.

In sum, you will identify, research, write, defend, and publish an academic thesis. But neither this letter nor the more detailed procedures in the handbook that follows convey the rewards of the research endeavor itself. You will experience the joy of exploring ideas and concepts in depth; the accomplishment of being thoroughly conversant with an area of knowledge. Moreover, you will gain the satisfaction of knowing that your original work will be available to other scholars as part of the library collection. Students also find that completing HIM helps them to define their career and personal goals. Furthermore, HIM helps students develop the skills needed to succeed in graduate school and is particularly helpful as preparation for graduate programs that value research and scholarly activities.

I am sure that even after reviewing this handbook you will have several questions. I encourage you to contact the Honors Director of Research and Civic Engagement, Kelly Astro (Kelly.Astro@ucf.edu) at any time. If you decide to pursue HIM, remember to submit your signed HIM application to us in BHC room 107.

Sincerely,

Alvin Y. Wang
Dean
The Burnett Honors College Staff

Dean
Dr. Alvin Y. Wang
407-823-3449

Assistant Dean
Dr. Martin Dupuis
407-823-4019

Office of Administrative Services
Lesanne Brunswick, Director of Budget/Psl.
407-823-3449
Cynthia Gabriel, Accountant
407-823-0325
Patricia Ballard, Office Assistant
407-823-5907

Office of Honors Advising
Rex Roberts, Director
407-823-5871

Office of Information Systems
Michael Callahan, Director
407-823-3455
Ken Bould, System Admin.
407-823-6699
Matthew Hathaway, Computer Operations
407-823-3989
Adam Lucas, Database Admin.
407-823-0850
Katie Lucas, Lab Manager
407-823-0238

Office of Research and Civic Engagement
Kelly Astro, Director
407-823-6346
Denise Crisafi, Coordinator
407-823-6402

Office of Student Development
Nicole Gelfert, Director
407-823-4019

Office of Student Services
Dr. Madi Dogariu, Director
407-823-3439
Brandy Christman, Sr. Admissions Specialist
407-823-2545

Honors Thesis Consultant/Technical Editor
Dr. Paul Reich
thesised@ucf.edu

Honors in the Major College Coordinators

College of Arts and Humanities
Dr. Martha Marinara
martha.marinara@ucf.edu

College of Business Administration
Dr. James Gilkeson
jgilkeson@bus.ucf.edu

College of Education
Dr. Sherron Roberts
sherron.roberts@ucf.edu

College of Engineering & Computer Science
Dr. Charles Reilly
reilly@ucf.edu

College of Health and Public Affairs
Dr. Kathy Cook
kathy.cook@ucf.edu

College of Medicine
Dr. Kenneth Teter
kenneth.teter@ucf.edu

College of Nursing
Dr. Victoria Loerzel
victoria.loerzel@ucf.edu

College of Sciences
Dr. Charles Negy
charles.negy@ucf.edu

Rosen College of Hospitality Management
Dr. Hyung-il Jung
hyung.jung@ucf.edu

Regional Campus Coordinators

Cocoa Campus
Dr. Barbara Kinsey
barbara.kinsey@ucf.edu

Daytona Beach Campus
Dr. Steven Berman
steven.berman@ucf.edu

Palm Bay Campus
Dr. Shannon Whitten
shannon.whitten@ucf.edu

Western Regional Campuses
Dr. Chrysalis Wright
chrysalis.wright@uct.edu

Department Coordinators

Department of English
Dr. Cecilia Rodriguez-Milanes
cecitia.milanes@ucf.edu

Department of Political Science
Dr. Nikola Mirilovic
nikola.mirilovic@ucf.edu

Department of Psychology
Dr. Daniel McConnell
daniel.mcconnell@ucf.edu

Department of Theatre
Ms. Kristina Tollefson
kristina.tollefson@ucf.edu

School of Social Work
Dr. Ana Leon
ana.leon@ucf.edu
# Table of Contents

## Honors in the Major Program
- General Information ........................................................................................................... 1
- Admission Requirements .................................................................................................... 1
- Completion Requirements ................................................................................................... 2

## Additional Program Information
- Enrollment .......................................................................................................................... 3
- Course Grading .................................................................................................................. 3
- Thesis Submission .............................................................................................................. 3
- Graduation and Honors Distinction .................................................................................. 3
- Graduation Banquet and Honors Regalia ........................................................................ 4
- Scholarships ........................................................................................................................ 4
- Program Participation ......................................................................................................... 4

## Resources
- Office of Undergraduate Research (OUR) ......................................................................... 5
- Honors Congress ................................................................................................................ 5
- Honors Courses and Seminars ......................................................................................... 5
- Honors Computer Lab ....................................................................................................... 5
- Honors Reading Room ..................................................................................................... 6
- Office of Students Scholarship and Fellowship Advisement (OSSFA) ............................ 6
- Honors Educational Reach Out (HERO) ......................................................................... 7
- Honors in the Major Student Advisory Board ............................................................... 8
- Honors in the Major Peer Advising Program ................................................................ 8
- Workshops ........................................................................................................................ 8
- Library Privileges ............................................................................................................. 8
- Office of Undergraduate Research (OUR) ....................................................................... 8
- Showcase of Undergraduate Research Excellence (SURE) ............................................. 8
- UCF Undergraduate Research Journal (URJ) ................................................................. 9
- The University Writing Center (UWC) ........................................................................... 9
- University Library ............................................................................................................ 9
- Thesis Editor ..................................................................................................................... 9

## Honors in the Major Program Checklists and Requirements
- Starting the Program .......................................................................................................... 10
  - Completing the HIM Application ................................................................................... 10
  - Identifying a Thesis Committee Chair ............................................................................ 11
  - Completing the HIM Registration Form ...................................................................... 11
  - Overrides ....................................................................................................................... 11
- Directed Readings ............................................................................................................ 14
  - Honors in the Major Directed Readings Course ......................................................... 14
  - Thesis Committee ........................................................................................................ 14
  - Honors in the Major Orientation .................................................................................. 15
  - Thesis Formatting Workshop ....................................................................................... 15
  - Honors in the Major Proposal ..................................................................................... 15
- Sample Proposal Cover Sheet .......................................................................................... 18
- Sample Proposal ............................................................................................................. 19
- Thesis Writing Semester ................................................................................................. 34
  - Honors Thesis or Project ............................................................................................ 35
  - Thesis Defense ............................................................................................................. 35
  - Thesis Approval Form .................................................................................................. 35
  - Format Review .............................................................................................................. 36
  - Turnitin.com ................................................................................................................. 36
  - Thesis Attachment Form ............................................................................................. 36
  - Thesis Submission ........................................................................................................ 37
  - Thesis Binding .............................................................................................................. 37
  - Exit Survey .................................................................................................................. 37
- Notice of Defense Example .............................................................................................. 39
- Thesis Formatting ............................................................................................................ 44
- Thesis Formatting Requirements ..................................................................................... 45
- Thesis Submission Processes .......................................................................................... 48
- Thesis Formatting Example ............................................................................................ 49
- Frequently Asked Questions ............................................................................................ 56
The Honors in the Major Program

General Information

The Burnett Honors College coordinates the Honors in the Major (HIM) program, which is designed to encourage the best juniors and seniors to undertake original and independent work in their major field. Working closely with a faculty committee, students design an Honors thesis or project. The committee consists of a UCF faculty mentor from the student’s major program who serves as the Thesis Committee Chair, a second UCF faculty member from the student’s major program, and a third UCF faculty member from another program or department for a total of three committee members. Additional committee members from UCF, other academic institutions, or community members may be added in consultation with your Thesis Committee Chair.

Normally, work in this program commences during the junior or senior year. Interested students should be mindful that it is their responsibility to identify a faculty mentor and initiate this track of study. Information about this program is available from the student’s major department or from The Burnett Honors College (BHC 107). Information is also available online at research.honors.ucf.edu.

The Burnett Honors College provides the structure and oversight for the HIM program, but the academic direction and approval is the responsibility of the student’s faculty thesis committee and academic department. In some cases, departments or colleges have additional requirements for students who are pursuing the HIM program. These majors include, but are not limited to, Psychology, English, and all Engineering. In addition to formal requirements, each department will have its own standards as to what constitutes a proper thesis or project report. The student’s thesis advisor will explain these requirements and standards.

Students are also required to communicate with The Burnett Honors College Thesis Editor to ensure that stylistic standards are met. Students are also encouraged to visit the University Writing Center if they need assistance with the writing process.

The Honors in the Major program is also available to students at the Cocoa, Daytona Beach, Palm Bay, and Western Regional campuses. Some variation in procedures has been instituted to mitigate problems arising from the distance to UCF’s Main Orlando Campus. Each regional campus has an Honors Coordinator assigned to work with students at these campuses. Regional campus students interested in completing Honors in the Major should speak with their respective Regional campus Honors Coordinator (please see page iii for a list of these Coordinators).

Admission Requirements

At a minimum, the following criteria must be met for admission into the Honors in the Major program:

- Sixty (60) completed hours of college credit.
- Twelve (12) completed upper division hours of college credit.
- At least a 3.5 GPA within the major.*
- At least a 3.2 GPA in all upper division courses.*
- At least two semesters remaining prior to graduation

*GPA’s are calculated on the basis of all relevant college-level course work regardless of institution. GPA’s are calculated without rounding.
If you meet the admission requirements, you may proceed with the application process. Application materials must be obtained from the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College. In order for the application to be accepted, you must identify a thesis topic as well as a faculty mentor from your **declared major**.

You are not considered admitted to the Honors in the Major program until you successfully complete the admission process as follows:

- Complete and submit the Honors in the Major application materials.
- Successfully register for Honors Directed Readings (xxx 4903H) through the Office of Research and Civic Engagement (BHC 107).

**Completion Requirements**

To graduate with Honors in the Major, you must complete all of the following:

- Three (3) credit hours of Honors Directed Readings in which a grade of “A”, “B”, or “S” is earned.
- Three (3) credit hours of Honors Thesis in which a grade of “A”, “B”, or “S” is earned.
- Completion of all of the Directed Readings requirements, including attendance at the HIM Orientation and HIM Formatting Workshop, and formed committee that meets the requirements of the HIM program, and a proposal that has been approved by the entire thesis committee.
- Completion of all of the Thesis deadlines, including the successful completion of the format review, Turinitin.com review, and oral defense.
- Successful submission of the thesis to the UCF library.
- Achievement of a GPA of at least 3.500 in the major at the time of graduation.
- Achievement of a GPA of at least 3.200 in all upper division courses at the time of graduation.

Every student who successfully completes the Honors in the Major program graduates with Honors in the Major distinction. This distinction is printed on students' diplomas and transcripts.

Please note that we cannot admit you to the Honors in the Major program if:

- You are a non-degree-seeking student
- You do not have at least two semesters remaining prior to graduation.
- You have graduated from the University of Central Florida and are **not** a second-baccalaureate-degree seeking student.
- You are not yet a student at the University of Central Florida.
Additional Program Information

Enrollment

You must enroll in a minimum of two Honors independent studies for the Honors in the Major program: Honors Directed Readings (xxx 4903H) and Honors Thesis Writing (xxx 4970H). Each of these independent studies are weighted as 3 credit hours and may be taken in addition to any other course work each semester. If you begin the Honors in the Major program with more than two semesters prior to graduation, you may choose to enroll in Honors Directed Readings II (xxx 4904H) or Honors Thesis Writing II (xxx 4970H). The progression of enrollment is as follows:

Honors Directed Readings (xxx 4903H) - required course (3 hours)
Honors Directed Readings II (xxx 4904H) - optional course (3 hours or 1 hour)
Honors Thesis (xxx 4970H) - required course (3 hours)
Honors Thesis II (xxx 4970H) - optional course (3 hours or 1 hour)

You must obtain a registration agreement from the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College in order to register for these courses each semester.

Course Grading

Honors in the Major course work may be graded on either a letter-scale or as a pass/fail. Your Thesis Chair is responsible for grading these courses at the end of each semester. You should discuss your preference of a letter grade or a pass/fail grade with your Thesis Chair early in the Directed Readings and Thesis semesters. Honors in the Major coursework typically counts toward the completion of your university requirements, and grades for these courses calculate into the cumulative GPAs, the upper division GPA, and the major GPA. If you’re seeking to have Honors in the Major coursework replace electives or other degree requirements, you need to speak with an academic advisor in your department. Departments must grant permission for Honors in the Major coursework to replace other degree requirements.

Thesis Submission

You are required to submit one copy of your completed Honors in the Major thesis to the UCF library. Like Master’s and Doctoral theses, Honors in the Major theses are digital e-book publications at our university that are available to a broad audience.

Graduation and Honors Distinction

Like your academic college, the Burnett Honors College requires that you submit an intent to graduate form at the beginning of the semester in which you plan to graduate from the University. Every student who completes the Honors in the Major program earn Honors distinction on their diplomas and transcripts.
Graduation Banquet and Honors Regalia

During your graduating semester, you and your Thesis Chair will receive an invitation to The Burnett Honors College Graduation banquet. At this banquet, held the week of commencement, you will receive your Honors Medallion. The medallion is then worn with your academic regalia at commencement. Please remember that in order to graduate with the Honors in the Major distinction, you must fully complete the program and maintain the minimum GPA requirements that are used for admission into the program (see page 2 for admission requirements).

Scholarships

Each academic college at UCF (Arts and Humanities, Business Administration, Education, Engineering and Computer Science, Health and Public Affairs, Hospitality Management, Medicine, Nursing, the Office of Undergraduate Studies, and Sciences), and the Cocoa, Daytona Beach, Palm Bay, and Western regional campuses offer a limited number of $1,000 scholarships on a competitive basis to students pursuing Honors in the Major during the fall and spring semesters. You are encouraged to contact the HIM Coordinator of your college or campus about the application process and deadlines. In order to be eligible for the Honors in the Major scholarship, you must:

- Be enrolled in Honors in the Major coursework (Honors Directed Readings or Thesis) in the semester that you apply for the scholarship
- Not previously been awarded an Honors in the Major scholarship
- Must be working on your thesis (i.e. thesis has not been completed and submitted to the UCF library)

You may only be awarded the scholarship once. If you do not complete the Honors in the Major program and receive and Honors in the Major Scholarship, you will be required to repay this award. Failure to repay the scholarship in this instance will result in a hold on your academic record.

Program Participation

Semesters of enrollment in the Honors in the Major program do not need to be sequential. However, in order to keep or records accurately updated you are encouraged to notify the Office of Research and Civic Engagement of your enrollment plans as well as your anticipated semesters of thesis completion and university graduation. If you do not have contact of any kind with the Office of Research and Civic Engagement for more than two subsequent semesters, you will be removed as an active student from the Honors in the Major program. In this instance, you must set up a formal meeting with our office to be reinstated as an Honors in the Major student and submit a letter of support from your Thesis Chair.

As an Honors in the Major student, you receive the benefits of being an Honors student. If for any reason you decide that you need to withdraw from the program, please be advised that we must terminate your Honors privileges. This is the case regardless of whether you have registered to participate in any events or submitted any voluntary donations to the College.
The Burnett Honors College as well as other offices at the university have a variety of resources available to you as an Honors in the Major student. These resources include, but are not limited to, Honors courses, scholarship and fellowship advising, student involvement and civic engagement opportunities, workshops on publishing research, and access to research grants and fellowships.

Office of Research and Civic Engagement

Kelly Astro, Director of Research and Civic Engagement for The Burnett Honors College, has primary oversight for the HIM program. She and the Program Coordinator for the Office of Research and Civic Engagement are available in BHC 107 during normal office hours, by telephone (407-823-6402) and e-mail (HonorsResearch@ucf.edu). Before beginning the application process, you must meet with Kelly or the Program Coordinator to receive an overview of the HIM program and updates on any procedures and requirements.

Honors Congress

Honors Congress exists to strengthen the Honors student community. True excellence arises not only from academics, but also from a well-rounded character that demonstrates a commitment to community involvement and integrity in all endeavors. Honors Congress fosters a spirit of unity through the facilitation of social, academic and volunteer activities, and cultivates a sense of community within The Burnett Honors College. To find out how you can get involved, contact Dr. Martin Dupuis at (Martin.Dupuis@ucf.edu).

Honors Courses and Seminars

As an Honors in the Major student, you are eligible to enroll in Honors courses and Interdisciplinary Seminars on a space available basis. Honors courses include some general courses and well as discipline-specific courses and are designed to promote critical thinking and the synthesis of knowledge. Interdisciplinary Seminars provide you an opportunity to explore topics from the point of view of two distinct disciplinary perspectives. Typically co-taught by faculty from different departments, Honors Interdisciplinary Seminar topics include a diverse array of research areas in the arts, sciences, business, education, health, and public affairs. In order to register for these courses, you should contact the Director of Advising in BHC 109 or at rex.roberts@ucf.edu.

Honors Computer Lab

The Computer Lab, located in BHC 121, is available to Honors students. The computers are equipped with word processing and spreadsheet software, as well as Internet, e-mail access, and many specialized programs. You may also print research posters at a cost of $24.00 and up for conference presentations that you are attending. At least 3 business day advance notice is required to print posters, and at least one week for the SURE presentation.
Honors Reading Room

The Honors Reading Room, located in BHC 122, is available for you to use throughout the day for quiet study. The Burnett Honors College Reading Room houses Honors in the Major theses and select proposals.

Office of Prestigious Awards (OPA)

As an Honors in the Major student, you possess many of the qualities that are found in successful candidates for prestigious scholarships. We encourage you to look into scholarships and fellowships early in your academic career — you may find that you are eligible for one or more of these opportunities.

The Burnett Honors College is UCF's campus representative for all prestigious scholarships. These include the "big three" (Rhodes, Marshall, and Truman) as well as a host of others. In addition to the national acclaim that is accorded to scholarship finalists, the monetary awards associated with these scholarships can cover the costs associated with doctoral training at the very best graduate programs in the nation or abroad.

Competition for prestigious scholarships is fierce and preparation is both intensive and extensive. Even the most academically gifted students need institutional support so that they have the best chance of winning a scholarship. Moreover, most prestigious scholarship applications need institutional endorsement from the student's university. The Office of Prestigious Awards (OPA), which is housed in The Burnett Honors College, serves these needs. Specifically, OPA undertakes the following responsibilities:

- Advising and grooming candidates during the 2-3 semesters prior to their scholarship applications. These activities include helping students cultivate faculty mentors, develop portfolios, build resumes, and improve their interview skills.

- Maintaining updated and accurate information concerning all prestigious scholarship programs. This is undertaken through membership in the National Association of Fellowship Advisors (NAFA), and with direct correspondence with all scholarship programs. Detailed information about various scholarship opportunities can be found on our website at: http://www.opa.honors.ucf.edu/

- Assisting candidates assemble scholarship application materials. The application process for prestigious scholarships is more demanding than that required for most graduate school applications. For instance, the Rhodes application requires eight letters of recommendation. OPA can assist students with these letters.

- Providing institutional endorsement for all completed application materials.

Students who are interested in finding out more information should contact Nicole Gelfert, Director of OPA. She can be reached by phone at (407) 823-4019, by email (nicole.gelfert@ucf.edu), or in BHC 102A.
Honors Educational Reach Out (HERO)
The Honors Educational Reach Out (HERO) program provides students with the opportunity to engage with and enrich their communities. HERO offers eight programs in which Honors in the Major students can participate. Interested students should contact the HERO Coordinator (HERO@ucf.edu) in the Office of Research and Civic Engagement (BHC 107) for more information.

Green HEROs: Get involved making our Orlando community a cleaner, greener, more beautiful place with Green-Up Orlando and Keep Orlando Beautiful. Volunteers participate in clean-ups, recycling efforts, and beautification projects throughout Central Florida.

Cheney Elementary After School Program: Cheney volunteers organize fun and enriching activities for the under-served students of Hillcrest Elementary by creating clubs that meet on a weekly basis. Examples of past clubs include Arts and Crafts Club, Basketball Club, Cheerleading Club, Dance Club, International Club, and Sports Club.

HOPE Foundation for the Homeless: The mission of HOPE is to prevent and reduce homelessness in Central Florida by equipping individuals and families to become self-sufficient through Housing, Outreach, Prevention, and Education. There are a variety of ways to get involved at HOPE. You can serve clients in the food pantry, sort donations in the thrift store, assist individuals in the resource center, or take the lead on large projects such as food and clothing drives or fundraisers.

JUMP: JUMP volunteers give middle school students the individual attention they need to succeed. JUMPS’s HERO volunteers are matched with one or two students at Jackson Middle School who are having trouble in math to help them stay on track and serve as positive role models.

Page 15: Page 15 is an organization committed to providing supplemental reading and writing education for all students attending public school in the metropolitan area. Page 15 Homework Room volunteers tutor under-served students ages 8 to 18 by helping them complete their homework and study for tests.

Pet Rescue by Judy: Pet Rescue by Judy volunteers help at the shelter and adoption center by feeding the animals, walking dogs and playing with cats. Volunteers also help find the animals forever homes at adoption events, and organize supply drives so the pets have everything they need. By volunteering with Pet Rescue by Judy, you will not only be helping a remarkable organization, you will also be making friends "fur" life!

Chickasaw Reading Buddies: Give elementary school students the individual attention they need to succeed through Chickasaw Reading Buddies! Reading Buddies volunteers are matched with first and second grade students who are having trouble in reading to help them learn to read on grade level.

Orlando Regional Medical Center (ORMC): ORMC volunteers fill a variety of roles throughout the facility. They serve as liaisons between patients, families and hospital team members, assist pharmacists and pharmacy technicians, help with the preparation of patient meals, and even bake cookies to cheer up patients and their families.

(continued on next page)
Shepherd's Hope: Help the volunteer doctors and nurses of Shepherds Hope provide quality healthcare to the uninsured. Shepherds Hope provides non-emergency care at no charge to people of all ages who do not have health insurance and make less than 200 percent of the federal poverty level. UCF students help the organization by running the reception desk, working in medical records, assisting with health center set up and clean up, serving as bilingual interpreters, and by providing emotional support to patients.

Workshops

The Office of Research and Civic Engagement offers workshops to assist you in the completion of your thesis, and beyond to graduate school or the workforce. These faculty-guided workshops are designed to help you with key issues such as preparing for the Oral Defense, preparing the thesis for outside publication, proposal preparation, committee formation, and many more. You will receive workshop information by e-mail.

Library Privileges

You are granted, upon acceptance into the program, extended checkout of library books for a time period of eight weeks. Please note that this extended checkout does not include audio or visual tapes nor does it include items catalogued as special collection.

UCF Office of Undergraduate Research

The Burnett Honors College works closely with the UCF Office of Undergraduate Research (OUR) to support undergraduate researchers through professional development workshops, travel awards, and competitive research grants. OUR also encourages you as an Honors in the Major students to apply to be a peer mentor for the Summer Research Academy and on the Student Undergraduate Research Council. Visit the Office's website (http://www.OUR.ucf.edu) for more information.

Showcase of Undergraduate Research Excellence (SURE)

The SURE, held every spring in the Pegasus Ballroom, is the preeminent opportunity for UCF undergraduates to showcase the results of their research and creative activities, and to compete for scholarship awards. The Burnett Honors College highly recommends that you take advantage of this opportunity. Visit the SURE website (showcase.ucf.edu) or the Office of Undergraduate Research’s website (OUR.ucf.edu) for more information.

UCF Undergraduate Research Journal

Every fall and spring semester, the Office of Research and Civic Engagement holds a workshop sponsored by the Office of Undergraduate Research to inform you about turning your thesis into a workable document for journal publication. The Burnett Honors College strongly encourages you to submit a version of your thesis to UCF’s online Undergraduate Research Journal (URJ.ucf.edu), which you may pursue up to six months after your UCF commencement.
The University Writing Center

The University Writing Center offers free non-remedial services to all UCF students. You are encouraged to make appointments with them to have your work reviewed by a consultant. The University Writing Center also houses style guides that are helpful to the formatting process. For more information, please visit www.uwc.ucf.edu or contact them at (407) 823-2197.

UCF Library

The University of Central Florida library offers a variety of resources for you as a student who is doing research and writing a thesis. Examples include:

- Research consultations (by appointment)
- UCF research guides
- Information Literacy modules (available online through UCF library website)
- Library research tutorials
- Workshops (e.g. copyrights and patents, RefWorks, documentation style and citations)

Thesis Editor

The Honors in the Major Thesis Editor, Dr. Paul Reich, instructs you about how to properly format your thesis. You will communicate with Dr. Reich for the thesis format review during their Honors Thesis Writing semester. Dr. Reich provides much needed support, and can assist you with the following tasks:

- Conforming to UCF thesis requirements and standards
- Formatting your document
- Meeting library binding requirements
- Solving editorial problems: consistency, documentation, and writing style
Honors in the Major Program Checklists and Requirements

Starting the Program

- Contact The Burnett Honors College (BHC) Office of Research and Civic Engagement, BHC 107, to verify that you meet the admission requirements and to obtain application materials.

- Identify a Thesis Committee Chair and determine the general nature of the proposed research or project. This is the most important step in the process. Without a Committee Chair who agrees to work with you, you will be unable to complete the HIM application.

- Submit the signed Honors in the Major application to The Burnett Honors College (BHC) Office of Research and Civic Engagement, BHC 107.

- Register for Honors Directed Readings (4903H), or for an Honors Research Seminar if required by your college or major. Use the HIM Directed Readings and Thesis Registration form available from BHC 107.

- Some departments have additional requirements for students completing HIM in certain majors. Be sure to double check with your department that you know these requirements.

Completing the HIM Application

The first step in the HIM process is the HIM application. This form (example found on page 12) allows the Office of Research and Civic Engagement to officially certify you as an Honors in the Major student so you may begin your thesis project and take advantage of all the Honors benefits. When filling this form out, there are a few important details to remember:

- Many students forget to fill in their anticipated terms of thesis completion and graduation. These are important fields that help us ensure that students do not miss deadlines or opportunities available to them. Please make sure every section of the application is fully completed before turning it in.

- The signature of the Honors in the Major Coordinator or Department Chair is also an essential requirement. Many students will contact their Department Chair for this signature, however students in some departments/colleges have HIM Coordinators who may sign the application materials. Please see page iii for the contact information of our Coordinators.

- Kelly Astro, the Director of the Office of Research and Civic Engagement, will sign the application once it has been turned in. In order to complete this process, you must have collected all of your signatures on your application and course registration forms.
Identifying a Thesis Committee Chair

The Thesis Committee Chair serves as your mentor. You must select an appropriate tenured or tenure-earning faculty mentor (an Assistant Professor, Associate Professor, or a Professor) from your major program (please note that some non-tenured faculty are eligible to serve as your Thesis Committee Chair per our College). The mentor will aid you in selecting the thesis committee as well as in narrowing the topic of study within the discipline. When choosing a mentor, you should seek a faculty member with interests and expertise in areas compatible with your intended thesis or project topic. Your Thesis Chair may be a professor who taught one of your classes, or someone recommended by the Department Chair or HIM Coordinator. When choosing a Thesis Chair, be sure to match your work style to his/hers. It could be helpful to ask questions like, “How often would you want to meet during each semester (weekly, biweekly, monthly)?,” “How involved do you plan on being with my research and thesis writing?,” or “Have you ever been on a thesis committee before?” Questions like these can help you get a good sense for how you two might work together on your project, and will allow you to become more familiar with him/her. It is important that you and your Chair are comfortable with the expectations for the project.

Completing the HIM Registration Form

The HIM Directed Readings and Thesis Registration Form (example found on page 13) is a crucial part of the HIM process. Without this form, you cannot register for your Directed Readings or Thesis class. You will complete one of these forms before each semester of HIM classes. When completing this form, please remember to fill out each section (excluding “class section”) and obtain all required signatures (except for Kelly Astro), before bringing it to BHC 107. With your Thesis Chair, choose a prefix for your class that will relate to the research you are doing. With the appropriate prefix, your Honors in the Major courses will count toward your major.

Registration Procedure: Do not forget to register for your Honors in the Major class through myUCF using the class number sent to you by Kelly Astro through e-mail. The Office of Research and Civic Engagement CANNOT register you for your Directed Readings or Thesis class. You must be registered for your class before the Late Add/Drop ends for the semester in which you wish to enroll.

Course Overrides

Only your major department can grant permission for excess credit hour overrides. Overrides are necessary if you plan to exceed 17 hours in the fall or spring semester, or 14 hours in the summer. If you expect that you will need an override, be sure to turn in your registration form as early as possible to allow yourself enough time to have the override processed by The Burnett Honors College. Contact your department or the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College to find out what procedure you must follow to receive your override. The Burnett Honors College processes all credit hour overrides for Honors in the Major courses.
Honors in the Major Application

Name (first, middle, last)__________________________________________
Local Address ___________________________ PID ______________________
City, State, Zip Code ___________________________ NID ______________________
Major ___________________________ Home Phone ______________________
College ___________________________ Cell Phone ______________________
Campus ___________________________ Email ___________________________ @knights.ucf.edu
Birth Date ___________ / ___________ / ___________ Gender ___________

mm dd yyyy

Number of college credits _________ Number of Upper Division credits _________
Major GPA ___________ Upper Division GPA ___________

• Semester that you will be beginning Honors in the Major: ______________________
• Anticipated semesters: Thesis Completion ___________ Graduation ___________
• Subject of proposed thesis or project report (brief description) ______________________
____________________________________________________
____________________________________________________
____________________________________________________

I understand the university and departmental rules for admission and retention in Honors in the Major:

Applicant’s Signature ___________________________ Name typed or printed ___________________________ Date ___________

I agree to direct the above student in the completion of Honors in the Major Thesis or project report:

Thesis Committee Chair ___________________________ Name typed or printed ___________________________ Date ___________

Dept. Chair or HIM Dept. Coordinator ___________________________ Name typed or printed ___________________________ Date ___________

____________________________________________________
____________________________________________________

Kelly Astro ___________________________ ___________________________ __________________________
Director of Research and Civic Engagement ___________________________ Name typed or printed ___________________________ Date ___________
The Burnett Honors College
# Honors in the Major (HIM) Directed Readings and Thesis Registration Form

<table>
<thead>
<tr>
<th>General Title</th>
<th>Course Number</th>
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<tbody>
<tr>
<td>Honors Directed Readings I</td>
<td>4903H</td>
</tr>
<tr>
<td>Honors Directed Readings II</td>
<td>4904H (optional)</td>
</tr>
<tr>
<td>Honors Undergraduate Thesis I</td>
<td>4970H</td>
</tr>
<tr>
<td>Honors Undergraduate Thesis II</td>
<td>4970H (optional)</td>
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</tbody>
</table>

Enrollment in any of the above Honors courses requires prior acceptance to the Honors in the Major program.

All fields below (with the exception of section number) must be completed and all signatures collected or your course will not be created.

## Student / Instructor Information:

<table>
<thead>
<tr>
<th>Name:</th>
<th>PID:</th>
<th>UCF E-mail:</th>
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<td></td>
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<td>@knights.ucf.edu</td>
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## Course Information:

- Prefix: ____________
- Number: ____________
- Courses: [ ] 4903H  [ ] 4904H  [ ] 4970H  [ ] 4970H (optional)
- Hours: ____________
- College: ____________
- Department: ____________
- Instructor Name: ____________
- Registration Term: [ ] Fall  [ ] Spring  [ ] Summer C  [ ] Winter Year: ____________

## Description of Proposed Topic:

________________________________________________________________________
________________________________________________________________________

ALL STUDENTS: By signing, you accept responsibility for payment of my semester tuition and fees by the published deadline. You understand that if you fail to pay your tuition and fees by the deadline, you will be charged a $100 Late Payment Fee, your account will be put on hold, and you may incur other financial consequences.

## Required Signatures:

<table>
<thead>
<tr>
<th>Student</th>
<th>Printed Name</th>
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<tr>
<th>Thesis Committee Chair</th>
<th>Printed Name</th>
<th>Date</th>
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<tr>
<th>Department Chair or HIM Dept. Coordinator</th>
<th>Printed Name</th>
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Director of Research and Civic Engagement  

Kelly Astro  

[ ] 1 credit hour option is only available to students registering for Directed Readings II or Thesis II
Directed Readings

☐ Attend a mandatory Honors in the Major Orientation (dates will be sent to students by e-mail from the Office of Research and Civic Engagement).

☐ Attend a mandatory thesis formatting workshop (dates will be sent to students by e-mail from the Office of Research and Civic Engagement).

☐ Select, in consultation with your Thesis Committee Chair, at least two additional thesis committee members by the eighth week of classes (mid-semester).

☐ Submit your thesis proposal to your committee no later than two weeks prior to the last day of classes.

☐ Submit the signed Thesis Proposal Cover Page with the proposal attached to BHC 107 by the date posted in the front inside cover of this handbook.


Honors in the Major Directed Readings Course

As an Honors in the Major student, you must enroll in a minimum of three credit hours of Honors Directed Readings. However, you may take up to six hours of Honors Directed Readings (4903H and 4904H). If you are interested in taking advantage of Directed Readings II, please e-mail the Honors Office of Research and Civic Engagement (HonorsResearch@ucf.edu) as early as possible. After notifying the HIM program, you may submit your proposal and meet the other Directed Readings requirements during your Directed Readings II semester.

During Directed Readings, you will, in consultation with the Thesis Committee Chair, initiate bibliographic research on the topic of interest and develop a research design. At this time, the remaining members of the Thesis Committee must be selected. You will submit a thesis proposal to your Thesis Committee for approval no later than the deadline posted for the semester in which Directed Readings is undertaken. If you are taking a sequence of two Directed Readings courses, your proposal must be submitted by the deadline posted for your second Directed Readings term. Your grade for this semester is dependent upon your communication with your Thesis Chair and committee, the quality and depth of your work, and your meeting the requirements of the Directed Readings semester in a timely manner.

Thesis Committee

The thesis committee guides you in your research and consists of at least three faculty members. The members of the committee should be carefully selected to include individuals who will contribute to the conceptualization and development of your thesis. You and your Thesis Chair will select another faculty member from your major program or department and a faculty member from another program or department to complete the committee. You and your Thesis Committee Chair may add additional members to your thesis committee as needed. You should see the Office of Research and Civic Engagement staff for details about thesis committee regulations.
Your Thesis Committee Chair and two committee members should be full-time tenured or tenure-earning faculty members. Looking at the title of the professor in question indicates tenure status. If their title reads “Assistant Professor,” “Associate Professor,” or “Professor,” then they are eligible. However, if their title contains the word “visiting,” “adjunct,” or “instructor,” they are not eligible to chair or serve as a main committee member unless otherwise noted by the Office of Research and Civic Engagement (please note: some departments have made exceptions for non-tenured faculty. Please speak with our office about committee regulations if you have any questions). You may frequently find professor titles in the Faculty and Administration section of the UCF Undergraduate Catalog. Regional campus students should contact HonorsResearch@ucf.edu or the Regional Campus Coordinator for more information. Additional individuals added to the committee need not meet this requirement. You should ensure that the members of the committee are available to communicate and meet with you during the entirety of your thesis writing experience.

**Honors in the Major Orientation**

All incoming Honors in the Major students are required to attend one of the HIM Orientation sessions, which are held at the beginning of each semester. This Orientation is designed to provide you with a complete overview of the Honors in the Major program, and address questions and concerns that you may have about the thesis writing process. You will receive further information and specific orientation times by e-mail from the Office of Research and Civic Engagement.

**Thesis Formatting Workshop**

The thesis formatting workshops are held during the first portion of each semester. Directed Readings students are required to attend one of these workshops. At this workshop, you will learn how to format their thesis to the specifications set forth by the UCF library. You will also learn about the submission process of the thesis to the library for publication. Students opting to take two semesters of Directed Readings may choose to attend a workshop during their second semester. The dates, times, and locations of these workshops will be sent to you through e-mail.

**Thesis Proposal**

The final requirement of the Directed Readings course is a thesis proposal. On the following pages, you will find a few examples of the thesis proposal. Additional examples can be found on the Honors in the Major website. You must submit a cover sheet with your proposal that lists the members of your committee as well as your Department Chair or HIM Coordinator and our Director of Research and Civic Engagement. Each individual on the cover page must sign this proposal for the document to be approved by the Office of Research and Civic Engagement.

**What is a Thesis Proposal?**

A thesis proposal is a document that outlines your thesis topic, defines the issues that your thesis will address, and explains why your topic warrants further research. It should identify a problem and provide a proposed solution to that problem.
For students representative of the sciences (both hard sciences and social sciences), a proposal should generally include the following:

1) A brief introduction, which will define your thesis topic and explain the purpose of your thesis.

2) A literature review that outlines the most relevant readings and theories which pertain to your thesis topic.

3) A methodology section, which should include your research questions, hypotheses, participants, materials, and procedures.

4) A bibliography or reference list. Most of your sources should be from peer reviewed articles or books. As with other academic papers, the use of internet sources should be limited.

For students in the arts, a thesis may take the form of a creative project. In this instance, your proposal should include:

1) A brief introduction, which includes your thesis statement, general intent of project, what the project should accomplish, and justification for considering the project a legitimate endeavor.

2) A literature review, which includes any supporting literature that justifies the intention of your project.

3) A method for accomplishing your project. Include any necessary background or equipment needed for your project, where your project will be conducted, and a proposed timeline for completion.

4) A bibliography or reference list.

**Formatting a Thesis Proposal**

Your Thesis Chair and committee will specify a formatting style to be used for the proposal (e.g. APA, MLA, Chicago, IEEE). Your proposal should be formatted according to the guidelines set forth in your selected style guide. The most recent editions of formatting style manuals for APA, MLA, Chicago, and others are available from the “reserves” section of the UCF library. The OWL at Perdue is also a largely reliable online resource for formatting.

**Formatting the Proposal Cover Page**

Your proposal will need to include a cover page. An example of this cover page can be found on the following pages. This cover page verifies the members of your thesis committee, and also verifies that they support your proposal. This cover page needs to also include the signature of your Department Chair. If you are a student in the Department of English, Political Science, or Psychology, College of Education, College of Business Administration, or College of Engineering and Computer Science, then your Department Chair will be replaced by the HIM Coordinator. Lastly, you must include a signature line for our Director, Kelly Astro.

When creating your proposal cover page, you want to make sure that the degrees and titles of your committee members are correct. The best way to do this is to visit the UCF online faculty phonebook at www.phonebook.ucf.edu/, UCF department/college websites, or the most recent version of the UCF undergraduate catalog.
**Length of Proposal**

Your proposal must be a minimum of five content pages (excluding the bibliography or reference list). An average proposal for the HIM program ranges between 10 and 20 pages (excluding graphs, charts, references, or bibliography), is double-spaced, uses a 12 pt. standard Serif or Sans-Serif font, and has at least a 1 inch margin on each side. Each discipline is different and you should ask your Thesis Chair and committee about the length of your proposal and what sections/chapters that need to be included.

**Submission of Proposal to the Committee**

At least two weeks before the proposal is due to the Honors College, you must submit a *completed draft* of proposal to your committee. Typically, you and your Thesis Chair will work on the proposal throughout the Directed Readings I (and Directed Readings II, if applicable) semester. Once you and your Thesis Chair agree that your proposal is ready to be distributed to the committee, you will send it to them for review. The committee members (i.e. second committee member from the major, and the committee member from outside of the major) will provide comments and suggestions about your proposal and research. You and your Thesis Chair then decide how to incorporate these suggestions into your proposal.

**Submission of Proposal to the Honors College**

A signed copy of the approved proposal must be submitted to The Burnett Honors College at least one week prior to the last day of classes of your Directed Readings semester (see the Honors in the Major deadlines for exact due dates for each semester). When turning in your proposal to the Burnett Honors College, all signatures except Kelly Astro’s must be complete. The Thesis Committee Chair, all other members of the Thesis Committee, and the Department Chair or Department HIM Coordinator must sign the Thesis Proposal Cover Page. If you fail to submit your proposal with the appropriate signatures by the deadline, the Burnett Honors College will not enroll you in Thesis hours.

Students who are planning on taking two semesters of Directed Readings will turn in the proposal at the end of their second Directed Readings semester.

**Proposal Examples**

The following pages provide examples of Honors in the Major proposals written by students who have successfully completed the program. Please note that each academic discipline is different and students should ask their Thesis Chairs about what should be included in their proposal and how it should be formatted. Additional examples of Honors in the Major proposals can be found on the Honors in the Major website.
Honors Thesis Proposal
for
Apathy About Apathy: Contemporary Assessments of the Problem of Non-Voting

Your Department Chair or Department HIM Coordinator (if your department has one) sign on the right side of this form. Kelly Astro, Director of Research and Civic Engagement will sign after your committee is confirmed.

I.M. Staff, Ph.D.
Thesis Committee Chair
Department of Political Science

Phil Inhere, Ph.D
HIM Coordinator
Department of Political Science

Jane Doe, PhD.
Committee Member from Major
Department of Political Science

Kelly Astro, M.S. Ed.
Director of Research and Civic
The Burnett Honors College

David Law, J.D.
Committee Member from outside Major
Department of Legal Studies

Note the order of your committee members:
1. Thesis Chair
2. Committee Member from Major
3. Committee Member from Outside Major

Adjust spacing as needed if you have more than 3 committee members.
Honors Thesis Proposal
for
Iranian Women: The Expansion of Feminism within an Anti-Feminist Regime

Anna V. Eskamani

Houman Sadri, Ph.D.
Thesis Committee Chair
Department of Political Science

Robert L. Bledsoe, Ph.D.
Committee Member from Major
Department of Political Science

Maria Cristina Santana, Ph.D.
Committee Member outside Major
Department of Women's Studies

David Houghton, Ph.D.
Program Coordinator
Political Science

Kelly Astro, M.S.Ed.
Director of Research and Civic Engagement
The Burnett Honors College
INTRODUCTION

For the casual observer, the term "Iranian feminist" is often considered to be an oxymoron. However, what seems to be an ironic juxtaposition actually holds a great length of truth: for over a century now, Iranian women have been marching, screaming, and fighting for equal gender rights—all the while embracing feminist ideals. In fact, “feminity” is a political symbol that has been influencing Iranian politics for over 150 years.¹ From the very beginning of modern Iranian history, women have always played a pivotal role within Iranian history, constantly connecting the personal to the political. Though the Islamic Republic of Iran has instated a strict patriarchal legal system, feminist thought continues to expand, changing the social, political, and economic spheres of Iran.

These women bear no resemblance to the ominous black chador-clad women of the 1979 Islamic Revolution.² To the contrary, today’s new generation of Iranian women are donned in tight manteaux (a garment that covers the entire body), colorful scarves; fashionable clothes underneath, with rouge applied to their cheeks. These women are hip, modern, smart; and in my view, serve as a direct threat to the existence of the Iranian government.

This conclusion is based upon the past and present relationship between Iranian women and their government, the Islamic Republic of Iran (IRI). The IRI emerged from the rubble of the 1979 Islamic Revolution, replacing the previous monarchy with a theocracy. From 1979 forward, the status of Iranian women has declined. This was achieved by the IRI through several political maneuvers: One, the institutionalization of a draconian cultural-political system revolving around a clerical caste; two, the application of Islamic law to all areas of society; three, the forced veiling of women. In addition, the IRI attempted to eradicate all leftists and liberal
organization from the political sphere, thus eliminating the possibility of large-scale dissident movements.3

Clearly, these religious-political measures reinforced a male dominated society; ergo, the IRI has created an extremely disadvantaged position for women, characterized by severe gender inequalities.4 However, the policies of the IRI failed to remove women completely from the political sphere; and in recent times it is in fact Iranian women who are receiving national attention for their calls for democracy and gender equality. Take this into consideration: Iranian women have constantly been perceived as protagonists within an extremely antagonist country. Though headlines based on the IRI tend to revolve around anti-American issues, such as nuclear proliferation and terrorism, reports about Iranian women revolve around more American-friendly issues, including their efforts to resist government oppression.5 Hence, the women of Iran have become an issue of great interest and importance to the United States; as well as to rest of the western world.

If these feminist trends within Iran continue, and I suspect that they will, for sure it will become an issue of great policy importance within both international and domestic realms. In fact, in his first State of the Union address, President Barak Obama made a direct reference to the women of Iran: “…we support the human rights of the women marching through the streets of Iran…”6 With this taken into consideration, it is apparent that the current Obama Administration is watching the status of Iran’s women very closely. Indeed, by recognizing Iran’s feministic population, the United States will gain an upper hand compared to the IRI, who is in fact ignoring the women’s movement.7 Also, if Iranian women were to succeed in their feminist agendas, the government of Iran would be pressured to undergo reformation, which could result in a more democratic Iran. Naturally, such an outcome would have positive ramifications for the
Middle East and beyond. As stated before, feminism in Iran also holds true domestic policy power as well: As expressed in preamble of the 1979 constitution, the IRI hoped to use women as a tool to strengthen their political base. However, after thirty years the IRI has failed to achieve its mission of gaining mass female support, if the regime continues to fail in meeting the demands of Iranian women, the population will no doubt continue to protest. Ergo, if changes are not implemented, the IRI will implode from internal cracks within its own political system.

Based on the most recent events of political upheaval seen within Iran, this last scenario is indeed feasible. With every voice of protest, the IRI becomes more strict and violent—one extreme example is the death of a young Iranian woman named Neda Agha-Soltan. Unarmed, Neda was shot and killed in the streets of Iran by who we assume to be government officers—through the use of social-networking sites, the world watched Neda’s death in horror. Another example is the threats that Nobel Laureate Shirin Ebadi receives from the Iranian government for her work promoting women’s rights. With such instances taken into consideration, I say this with complete certainty: Feminism within Iran is increasing; and the IRI is not happy about it.

PURPOSE AND SIGNIFICANCE

With that said, the purpose of this study is to understand why and how feminism is increasing within the anti-feminist regime of the IRI. Such a study holds a great amount of importance: approximately 50 percent of Iran’s population is female; and out of Iran’s university students, over 60 percent are women. Based on these statistics, it is obvious the women are needed for a sustainable Iranian future. If the feminist demands of these women are ignored, they will no doubt find ways to emigrate from Iran and migrate elsewhere—in fact, the current net migration for Iran is -2.62, meaning that more people are leaving Iran then entering.
If this study is conducted it would also hold both physical and theoretical significance. Physically, examining and analyzing Iranian feminism would benefit present and future scholars, policy makers, and feminists. This paper intends to examine both the past and present conditions of Iranian feminists; hence, these aforementioned persons can use my research as a starting point for their own predictions. This research is of theoretical importance due to the questions that it asks: What is Iranian feminism? How is it expanding, and why does it continue to grow? These questions produce interdisciplinary answers, and therefore they involve many theoretical realms, including feminist history, feminist geography, and feminist legal theory. Indeed, this research involves a key concept of feminism: the personal is political.\(^{16}\) Hence, the personal experiences of Iranian women are shaping their political actions—however, without further researching of this topic, we will not know if this philosophy holds true for Iranian feminists.

**HYPOTHESIS**

This research focuses on the role of feminism ideas (or thoughts) among Iranian women. I argue that the expansion of feminist thoughts in Iran is a function of theocratic restrictions, globalization (of cultural values), and changing social norms. I hypothesize that as these three independent variables increase, the dependent variable (feminism ideas in Iran) will increase. Therefore the relationship between each set of independent and dependent variables is assumed to be positive. I also expect that the relationships between each sets of variables to be very strong. To illustrate their impact, this work examines the role of history, religion, culture, and education in the relationship between each independent variable and the feminist thought in Iran.
Consequently, this research will consist of five sections. The first section will involve an introduction to explain the overall argument of the thesis. The middle three sections will focus on each independent variable: theocratic restrictions, globalization, and changing social norms. Finally, the fifth and last section will draw conclusions and set the stage for further research.

DEFINITIONS OF TERMS

This thesis will involve the use of terms specific to international relations and feminism. For this reason, many of these terms need to be defined prior to the beginning of any research. Feminism is often a word of misunderstanding—a strict textbook definition of feminism reads: “a doctrine advocating social, political, and economic rights for women equal to those of men; a movement for the attainment of such rights.” However, it should be noted that feminism is often defined by the individual, and therefore it is a subjective term with many meanings.\(^\text{17}\) Within my research, feminism refers to any women (or man) who identifies female oppression and takes action to change it. The terms “western” and “third world” will also be referred to throughout the research. These are terms of controversy that many have deemed as an inadequate in describing the twenty-first century. Due to the image of colonialism/imperialism that these words invoke, I have chosen to use them sparingly within my research.\(^\text{18}\) When possible “developing country” will be used in place of “third world”—I feel that the term “developing” provides a more accurate depiction of Iranian society.

As my research gains more momentum and the thesis begins to take form, every unfamiliar word will be provided with an accurate definition.

METHODOLOGY
There are three methods of research that I will utilize as resources for my research: previous studies, statistical data, and interviews. Previous studies and statistical data would fall under the category of secondary sources. I intend to find such resources through the use of library catalogues and online databases. Taken as a whole, secondary sources could include, but are not limited to, academic books, articles, personal memoirs, documentaries, and photography. Interviews fall under the category of primary sources. Ideally, interviews would be conducted in person and involve both scholars within the field of my study and actual Iranian feminists. However, doing so is not realistic—most Iranian scholars within the feminist discourse reside outside of my geographical range, and contacting Iranian feminists within Iran would be a liability for both me and the interviewee. Hence, I plan to conduct interviews through the use of email.

Overall, my research methods involve sifting through secondary sources and conducting primary research via email to support my hypothesis.

LITERATURE REVIEW

In the past, many scholars have dedicated their time to studying Iranian women and their social movements. Here, past studies are examined to provide a literature review for the research subject and its three main variables: the expansion of feminism among Iran’s female population is the result of theocratic restrictions, including strict Islamic code, patriarchal interpretation, and forced veiling; globalization, including transnational organization and technology; changing social norms, including changes in culture, education, feminism, and sexuality.

In regards to theocratic restriction within Iran, most scholars tend to agree that they often serve as catalyst for feminist discourse. In 1993, Valentine Moghdam examined the 1990’s
transition from Islamization to Islamic feminism. She states that due to disappointment with the Islamic Republics’ gender policies, a broad based movement for reform began; as a result, many leading female figures brought attention to Iranian women’s rights. This disappointment was due to the implementation of strict Shari’a law in the Iranian legal system, which Azadeh Kian-Thiebaut asserts made gender-sensitive Islamic women feel dissatisfied with their societal position. This motivated women to find a more modern and dynamic reading of the Islamic code. Kian insists that these women are not feminists in the western sense, but are gender-conscious and have utilized politics as an agent for radical change in women’s status. In her research, Haleh Afshar provides examples of women reinterpreting the words of Islam. For example, Afshar examines Article 115 of the Islamic Constitution, which outlines the rules of running for President. It states that those running must be from “rejaleh siassi,” which means political personages. But in the literal sense, this phrase is translated to mean political men. Thus, Islamic Republic leaders use this Article as a way of preventing women to run for president—Afshar describes how many women have reinterpreted this law, and have tried to break the barriers by running for president. Also, an event that each of these scholars has brought attention to is the schism within Iranian feminism. Elaheh Rostami Povey categorizes Iranian feminism into two separate spheres: Islamic feminists and secular feminists. She insists that it was the contradictions of the Islamic state the led to this separate. However, she also brings attention to the notion of cooperation between these two groups. She concludes that these relationships are extremely important, and serve as evidence of discontent towards theocratic restrictions. In contrast, Hammed Shahidian concluded in 2002 that the potential of an Islamic woman reformer is significantly less when compared to that of a secular reformer. He finds their options to be limited, and asserts that as long as their efforts are articulated within the political and ideological
confines of Islam, it will not create a fundamental change. Hence, Shahidian states that Islamic feminists are made inefficient in an area that they themselves consider to be crucial—cultural politics.\textsuperscript{23}

Since 1979, the Iranian government has used religion as a political weapon and tool of control. In 2004, the patriarchy system of Iran’s government was challenged by Mahdi Ali Akbar’s research. He emphasized the monopoly that men had on religion, and brings attention to the efforts of both Islamic and secular feminists to reclaim control of their religion. Akbar concludes that these women cleverly used conflict between various political factions to publicize the demand for female reform. This has not necessary led to a homogenous women’s movement, but it has resulted in an increased presence of women throughout all realms of Iranian society.\textsuperscript{24} Despite efforts of Iranian feminists to eliminate the strict theocratic restrictions of their government, contradictions within Iran’s political system still exist, according to Jaleh Shaditalab’s study. Shaditalab stresses the contradictions of what is morally encouraged and what is actually practiced within the Islamic Republic. For example, Shaditalab points out that though women are considered economically independent, a woman needs her husband’s permission to work and is generally restricted by male guardianship. In addition, women are responsible for child bearing, rearing, and socialization but lack custodial rights. Overall, the theocratic rules established by the government are contradictory and are fermenting women’s desires for change.\textsuperscript{25} With this in mind, Haleh Afshar makes a very interesting point with her research—though the Islamic government is contradictory to Islam, feminism is not. Haleh Afshar claims that Iranian women have demonstrated that there is no contradiction between feminism that respects choice and Islam that respects believers. Afshar used a quote from Fatemeh Haqiqat-Jou, a reformist Majlis representative to help justify her claim: “Islam is not
the problem. The problem is serious resistance from men from different classes and not only the clergy, who justify their patriarchal views with wrongs interpretations of religion.26

In 2007, in depth analyses of veiling in Iran were conducted. In her research, Hamideh Sedghi brings attention to the political power of the veil in Iran. She asserts that the veil is a symbol of a political power struggle between the state and clergy over women’s sexuality. Sedghi goes on to say that today’s Iranian women are pushing forward their own feminist struggles, making their presence known in the globalized world.27 Zephi Begolo did a very similar study, leading her to an excellent point: While the Shah of Iran banned the veil as a symbol of modernization, Begolo asserts that Ayatollah Khomeini forced the veil as a means of blocking western consumerism that. In this effort to block the effects of globalization, the veil became a walking advertising for a prescribed way of life—one of the Islamic path.28 Rebecca Barlow and Shahram Akbarzadeh once again bring attention to the two separate entities of Iranian feminism. They assert that the contradictions of the Islamic Republic have led to the formation of two district groups with two different agendas. First, are Islamic feminists, who favor a reinterpretation of Islam—Barlow and Akbarzadeh assert that Islamic feminists believe that it is the wrong interpretation of men that has resulted in a lower class for women. Second, are secular feminists, who favor a complete separation of Islam and state—this they see as the ultimate solution. Though the two groups are different in their goals, the research concludes that the two have a long history of cooperation.29

Globalization in connection with transnational organizations, has resulted in an influx of feminist thought in Iran. The very beginnings of this international linkage can be found in Maryam Elahi’s 1997 study. Elahi examined the overall value of the Fourth United Nations World Conference on Women in Beijing for providing tools, mechanism, and opportunities for
protecting the rights of women. Elahi focused on three basic areas: impact of the Beijing Conference, how the United Nations can continue to promote women's rights, and the responsibilities of government to implement the Beijing’s Platform for Action. Elahi brought attention to one of the first major efforts to establishment transnational connections among women from all over the world. In 2002, global and local forces interact, as seen in Nayereth Tohidi’s article. She asserts that there is an emergence of local-global feminism in Iran, and this is evident due to the ongoing interactions among grassroots groups and transnational feminist networks. She further states that since the Islamic Revolution, Iranian women have been motivated to make international connections for three main reasons: missionary and ideological, diplomatic and pragmatist, and integrative and networking. Transnational organizations gained momentum in Iran with the expansion of technology. Asghar Fathi credits technology with having one of the greatest effects on global feminism. She asserts that technology has allowed Iranian culture to longer be constrained geographically, and thus feminists have been able to develop collective ideologies and plans of action across borders. According to Shaditalab's new study in 2005, it is the informal media that is having the greatest effect on Iranian feminism when compared to state-run media. Broader access to the informal media sector, including the internet and illegal satellite, has resulted in changing values and expectations for women. This has also enabled women to enter the communication process, allowing them to partake in the conversations of the world. Shaditalab claims that this had led to an increase in the creation non-governmental organizations and charities within Iran, establishing women in leadership positions. Fereshteh Nouraie-Simone claimed in 2005 that hundreds of women are producing blogs and sharing their ideas in an Islamic Republic that still tries to limit women’s expression. Nouraie-Simone brought attention to the powerful use of the media within Iran, and its
implications for the future.\textsuperscript{34} According to another research study conducted by Moghadam, there are negative and positive implications of globalization on feminism. Though globalization has exacerbated economic and social inequalities, Moghadam asserted that it has also fostered the growth of transnational feminist networks. These groups have utilized the internet to build coalitions, lobby government, and advance their feminist goals.\textsuperscript{35} Babak Rahimi and Elham Gheytanchi examined the power of the internet in regards to its effectiveness as a political platform for opposition groups—especially women’s rights groups. They claimed through their research that online activism has served as an extension for women’s protest, and has provided a link to global non-governmental organizations and other transnational groups. The researchers concluded that Iranian feminists have been using the internet to publicize their efforts, including bringing international attention to the Million Signature Campaign.\textsuperscript{36} In another research study, Moghadam took everything into account and examined the connections between globalization and social movements. Combing theory with empirical examples, Moghadam brought to center stage the physical and electronic mobility of feminism. Hence, globalization has promoted contacts between different cultures, leading to greater understanding, cooperation, and support for feminists.\textsuperscript{37}

When referencing Iranian culture, almost all recent studies have stated that there is a cultural evolution occurring in the streets of Iran. In 2002, Kian-Thiebaut examined this changing culture of post-revolutionary Iran. Heavily based on personal interviews, Kian asserts that the implementation of Shari’\textsuperscript{a} in the aftermath of 1979 resulted in the autonomization and individualization of women. Hence, women have mobilized against the Islamization of laws and institutions; reinterpreting Islamic law, and breaking away from the stereotypical image of Iranian women.\textsuperscript{38} From Mahdi’s previous research, he also asserted that globalization has
resulted in a sense of individualism among Iran’s women. Hence, the state’s efforts to impose a collective identity on Iranian women as backfired as women attempted to find ways to integrate Western individualism with Islamic collectiveness. Kian-Thiebaut conducted another research in 2005, this time examining the cultural shift of Iranian family structures. Using qualitative and quantitative methods Kian-Thiebaut asserts that the government’s implementation of Shari’a and “Islamization” of the family institute was an attempt to reconcile the society and the patriarchal order. However, Kian states that is attempt has failed, due to the fact that Iranian women are changing. This is due to several factors, including: increasing urbanization, higher literacy rates, higher education for young women, and women’s increasing social, cultural, economic activities. Thus, Iranian women perceived themselves to be more than just wives and mothers—they now perceive themselves as individuals with independent identities.

One of the major cultural changes in Iran since the Islamic Revolution has involved the education of girls and women. In her 2005 study Shaditalab examined the expansion of girl’s enrollment in education. She asserted that in areas of competition, such as taking entrance exams for universities, women tended to do better than men. She also states that on average, female university graduates have increased by 40% since 1994. This has also resulted in an increasing number of female employees with university degrees. She concludes that though men are still perceived to be more important the women in Iranian society, education has aided in uniting women, and will no doubt allow Iranian women to be a movement for change. Branching off this research, Mitra Shavarini uncovered reasons why more Iranian women are enrolling in university education. She asserted that there are four main reasons why Iranian women are entering higher education: refuge from controlling family environments, increasing their “worth” for marriage, gaining respect, and of acquiring independence. Shavarini concluded that the desire
for higher education illuminates the challenges facing women in Muslim nations and highlights they ways in which these women are using state institutions to change their social status. Shaditalab also brought attention to the fact that sixty percent of University Students in Iran are female. In most cases, marriage is deferred in favor of higher education, and the rate of female employment is steadily increasing. Educated girls are defending their mothers' from poverty, hardship, and domestic abuse. Shaditalab asserts that in many instances, men are becoming less educated compared to their children, thus altering the position of father from boss to manager.

Iran's changing culture has allowed feminism to blossom. According to Minoo Derayeh, feminism was initially seen as a taboo and dangerous subject. However, globalization has enabled Iranian women to reexamine feminism, which led to many of them identifying with the movement and transforming it into a political agenda. Afshar also asserted that Iran changing social standards has enabled a young generation of women to have an international perspective who, with the access to knowledge, are tearing away the veil of ignorance. These younger women are further supported by older women who are willing and able to educate and support them. Hence, a feminist generation of older and younger women is emerging in Iran, according to Charles Kurzman's 2008 study. Through the use of surveys and interviews, Kurzman asserted that many characteristics of the traditional Iranian women are evolving, including those within the fields of education, employment, marriage, and child-bearing. He concludes with stating that the majority of the urban Iranian women he surveyed identified themselves as proponents of women's rights.

Iran's cultural revolution has effected two major areas of the feminist discourse—sexual politics and gender. Janet Afary examined these two areas in her 2009 book. Based on observations and historical documents, Afary claimed that it is the resilience of the Iranian
people that serves as the basis of Iran’s current gender and sexual revolution. These changing politics in Iran are promoting reforms in marriage and family laws, while simultaneously motivating women to demand more egalitarian gender and sexual relationships. 

The expansion of feminism among Iran’s female population is the result of theocratic restrictions—including strict Islamic code, patriarchy interpretation, and forced veiling—along with transnational organizations, and changing social norms, including changes in culture, education, feminism, and sexuality. Throughout all of the past research, there seems to be one overlying assumption: Iranian women are capable of creating social change, and feminism is one of many tools that they are using to do so.

Although past research has done an excellent job in exploring the vast topic of Iranian women, none have addressed the connection between government, globalization, and society. Each plays off the other; each reflects a part of Iranian history. These are the three factors that are propelling the growth of Iranian feminist into the 21st century. They need to be closely examined, and given more a global perspective.

The research topic that I have chosen to pursue complements past research incredibly well. Many scholars have dedicated their work to studying Iran’s women’s movement and analyzing its future implications. What’s more, most research focused on Iranian women tends to reach a very similar conclusion—Iranian women are catalysts for political change. My research supports this claim, and will continue the effort to uncover more evidence surrounding the growth of Iranian feminism.

CONCLUSION
Overall, the goal of my research is to examine Iranian feminism more deeply, and analyze its expansion with an anti-feminist regime. As stated in my hypothesis, feminism within Iran is increasing as theocratic restrictions, globalization, and changing social norms increase. Thus, there is a positive correlation between the dependent variable and all three independent variables. Based on previous studies, I am confident that my hypothesis will not be proven false.

With this research, I hope to fill the gap of global sisterhood between Iranian feminists and American feminists. Only through exploring each other’s ideologies and strategies can we learn how to unite. If this research is not conducted, I fear that the global implications of Iranian feminists will be ignored, resulting in an era of ignorance towards Iranian feminism and lack of possible support for social change within Iran.

Within Iran, the personal is extremely political. Through history, qualitative analysis, and data gathering I hope to make this connection apparent to the rest of world.


11 Naghibi, Nima. Rethinking Global Sisterhood: Western Feminism and Iran, p. xvi.


43. Shaditalab, "Islamization and Gender in Iran: Is the Glass Half Full or Half Empty?," p. 18-19.
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Nouraie-Simone, Fereshteh, "Wings of freedom: Iranian women, identity, and cyberspace," in 


*Academic Search Premier*, EBSCOhost (accessed February 7, 2010).


*Academic Search Premier*, EBSCOhost (accessed March 13, 2010).

Thesis Writing Semester

☐ Submit an **HIM Intent to Graduate** form to BHC 107 by the date posted on the front inside cover of this handbook if you are planning to graduate in the current semester. This form is available online at http://www.research.honors.ucf.edu/him/HIM_Intent_Graduate.html or from the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College. An example of this form can be found on page 38.

☐ Request a defense date from your Thesis Chair and schedule your defense date in consultation with your Thesis Chair and committee.

☐ Submit a copy of your notice of defense to the Office of Research and Civic Engagement in the Burnett Honors College at **least one week prior to your scheduled defense date**. One signed copy of your notice of defense must be submitted electronically to HonorsResearch@ucf.edu. An example of a notice of defense can be found on page 39. You must follow this example when creating your notice.

☐ Submit your thesis to Turnitin.com through your Thesis Chair. Your Thesis Chair is responsible for submitting your thesis to Turnitin.com and for reviewing the results of this submission with your committee. Your Thesis Chair and committee must agree that you work meets the university’s requirements in order for you to submit your thesis to the UCF library and qualify for Honors in the Major distinction on your diploma. Please note: regardless of your major, you must complete a submission to Turnitin.com. This is a university-wide requirement for thesis writers, and absolutely no exceptions will be given to this requirement.

☐ Meet with the Thesis Editor for the initial format review by the deadline stated for your Thesis Writing semester. Meeting times and instructions on how to register for an appointment will be sent out via e-mail by the Office of Research and Civic Engagement.

☐ Submit a completed copy of your thesis to your entire committee for review. Your thesis should be submitted to your Thesis Chair at least two-three weeks prior to your defense date, and to the remainder of your committee at least two weeks prior to your defense date.

☐ Complete the oral thesis defense.

☐ Submit the Honors in the Major Thesis Attachment and the Honors in the Major Thesis Approval Form to the Office of Research and Civic Engagement in BHC 107 **before** you submit your thesis to the library.

☐ Complete all formatting requirements as suggested by the Honors in the Major Thesis Editor. Complete all changes to the content of your thesis as suggested by your Thesis Chair and committee.

☐ Upload your final, approved thesis to the UCF library’s submission site. You will be given access to the URL after receiving format approval from the Thesis Editor. Name your final document to be uploaded as follows:

    Lastname_Firstname_Middleinitial_Yearandmonthofgraduation_Degreetype
    (e.g. Doe_John_H_201308_BA); (e.g. Doe_John_H_201312_BA); (e.g. Doe_John_H_201405_BA).

☐ Complete the Honors in the Major Exit Survey in BHC 107.
Honors Thesis or Project

Following the successful completion of Honors Directed Readings and the preparation and approval of the proposal, you will enroll in three hours of Honors Thesis Writing. During this semester, you will work closely with their Thesis Chair to develop the Honors in the Major thesis. When appropriate, your other committee members should be consulted to review and comment on your written work. You may also choose to take a subsequent semester of thesis credit for 1 or 3 additional hours if it is determined that more time is needed to complete the thesis requirements.

It is expected that successful HIM theses will make a substantial contribution to your discipline. Students can read examples of successful theses published between 1990 and 2010 in The Burnett Honors College Reading Room, BHC 122. Students may also check out copies of these theses from the UCF library (General Collection LD 1772.F96 T45 - third floor). Theses published in the year 2011 and later are available online through the UCF library website.

Thesis Defense

You will establish with your Thesis Chair and committee a mutually agreed upon thesis defense date that will be no later than the deadline found in the inside front cover of this handbook. For the thesis defense, you are expected to prepare a formal presentation about your thesis and answer questions about your thesis that are posed by each committee member.

You must provide an electronic PDF version of your notice of defense, signed by your Thesis Chair, to the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College at least one week prior to the date of your defense. Notices of defense should be sent to HonorsResearch@ucf.edu. An example of the notice of defense can be found on page 39. The thesis defense is open to all faculty, staff, and students of the university. You are encouraged to review notices of defense each semester, which can be found online at (http://www.research.honors.ucf.edu/him/NOD.aspx). You are also welcome to attend other defenses of students who are in the Honors in the Major program.

Because each discipline and committee is different, you should ask your Thesis Chair what she/he expects at your defense. In many cases, the entire committee will approve the thesis immediately following the defense. In other instances, the committee will approve the thesis after some revisions are made to the document.

Thesis Approval Form

The committee identified on the thesis approval form must match the committee that the Burnett Honors College has on file. If any changes were made to the committee, this matter must be addressed well ahead of the defense date. The thesis approval form is available from the Honors in the Major website, and you should take this form with them to your thesis defense. After you successfully complete your defense, your committee, Department Chair or HIM Coordinator (if applicable) and the Dean of the Burnett Honors College will sign this form. After the Department Chair’s or HIM Coordinator’s signature is obtained, this form must be submitted to the Office of Research and Civic Engagement (BHC 107) in the Burnett Honors College where the Dean will then sign this form. Please note that changes in your thesis title and committee are unacceptable once you have submitted this form.
Format Review

You are required to meet with the Thesis Editor for the thesis format review by the deadline posted for your Thesis Writing semester. Students will not receive the information to upload their theses unless this review is completed.

During the format review, the Thesis Editor (Dr. Reich) is looking at your formatting, not your content. Dr. Reich will be looking to make sure that the title page is correct, headings and subheadings are formatted consistently, margins are correct, tables and graphs are formatted properly, etc. Your thesis does not need to be complete for the format review, but enough information must be present so that the format review is useful. If you successfully complete the format review, you will not be required to resubmit their document for a secondary review. If you are asked to make changes and resubmit your document for approval, you must send Dr. Reich a digital copy of your thesis for review before submitting your final copy to the UCF library.

Turnitin.com

You must also submit a copy of your thesis to the plagiarism website Turnitin.com by the deadline listed in your Thesis Writing semester. While this review can be done early in the semester, you should wait to submit your document until it is near completion or completed for this review to be most useful.

Your Thesis Chair is responsible for reviewing your thesis through Turnitin.com. Your Thesis Chair will ask for your thesis so that he/she can upload it. Most faculty have undergone training by the Faculty Center for Teaching and Learning (FCTL) and have access to Turnitin.com. If your Thesis Chair has questions about Turnitin.com, they should contact FCTL for assistance.

The results of your submission to Turnitin.com are not reported to the university. The results should be discussed by you, your Thesis Chair, and your committee. Your Thesis Chair will sign off on the Burnett Honors College Thesis Attachment Form to verify that this review has been completed and that no issues exist with plagiarism.

Please note that Turnitin.com will flag any citation that you used from other works and will also flag your reference list. While flagged, your Thesis Chair will be able to see that cited work is not plagiarized work. What Thesis Chair’s are looking for is any long statement, whether paraphrased or directly copied, that does not have a proper accompanying citation.

Thesis Attachment Form

Prior to submitting your thesis, you must complete the Honors in the Major Thesis Attachment form and have it signed by your Thesis Chair. This form verifies two things. First, this form will verify that your Thesis Chair and committee have reviewed the results of your thesis submission to Turnitin.com and that your thesis is an original document. Second, this form allows you to indicate how you would like your thesis to be made public once it is submitted to the UCF library.

Students who have pending patents, U.S. copyrights, or permissions may delay the electronic dissemination of their thesis for six months, with available consecutive six month extensions available for approval upon request.
Thesis Submission

After you successfully complete your thesis defense and format review, you will receive instructions regarding the upload of the final thesis document to the university library. You should follow these instructions carefully prior to submitting your document.

Please note:

1) Changes to your thesis cannot be made once the document is submitted to the UCF library. This includes any formatting changes, grammatical errors, misspellings, etc.

2) There is a deadline by which you must submit your thesis to the library each semester. If you miss this deadline for a particular semester, you will not complete the Honors in the Major program.

Thesis Binding

For the Honors in the Major program, thesis binding is optional. You may have your personal copies bound by one of UCF’s binding vendors. Since the binding of personal copies is optional, there are no special paper requirements. It is your responsibility to ensure that your thesis meets all of the requirements of UCF prior to having it bound by a third party vendor. It is also your responsibility to negotiate binding costs and timelines with your chosen vendor.

Exit Survey

After you complete your thesis defense, you are asked to submit the Honors in the Major Exit Survey. This survey is online and a staff member in the Office of Research and Civic Engagement will distribute a link for you to take this survey at the end of the semester. Please use this survey to provide honest, detailed, and constructive feedback about your experience in the Honors in the Major program. We will use your comments as a means of improving this program for future students.
# HIM Intent to Graduate Form

Like your academic college, The Burnett Honors College requires notification of your intent to graduate. This form must be submitted by the deadline listed for the semester in which you will be graduating from UCF.

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I hereby certify statement that this student has satisfied all of the Honors in the Major requirements:

______________________________  ___________________________  _____________
Kelly Astro  Name typed or printed  Date

Director of Research and Civic Engagement

46
The intent of this thesis is to explore the modern Florida jury and how it interacts with highly technical forms of evidence, the biases related to technical evidence, and potential solutions to these problems. Currently technical evidence is perceived in various ways that are harmful to the justice system. Modern media and the explosion of technology that pervades most people’s daily lives have caused juries to unreasonably expect and rely upon technical evidence. For both the jury system to continue and justice to be meted out, there needs to be changes to the way Florida courts handle juries and evidence. Solutions which will be discussed include: amendments to jury instructions, an increase in the judge’s role in teaching the jury, and propagation of various pre-trial alternative dispute resolution methods.
HIM Thesis Approval Form

This form will be signed by your entire committee, Department Chair (or HIM Coordinator, if applicable) following your thesis defense. After each of these individuals sign your form, Dr. Alvin Y. Wang, Dean of the Burnett Honors College, will also sign this form.

Honors in the Major Thesis Approval Form

Students must complete this form and obtain all signatures except that of the Burnett Honors College Dean. The Burnett Honors College Dean will only sign this form if (1) your thesis committee and Department Chair have signed it, and (2) you have completed the entire thesis process, including the delivery of all paperwork and upload of your final thesis to the UCF library. One copy of this form must be delivered to the Burnett Honors College, Room 102 for the Dean’s signature.

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Alvin Y. Wang, Ph.D.  Dean, The Burnett Honors College

The committee, the college, and the University of Central Florida are not liable for any use of the materials presented in this study.
HIM Thesis Attachment Form

You and your Thesis Chair will sign this form only after your thesis has been reviewed through Turnitin.com, after you have secured your final thesis title, and once you know how you would like to release your thesis to the UCF library.

Honors in the Major Thesis Attachment

This form is to be completed and signed by you and your Thesis Chair. This form must be submitted to the Office of Research and Civic Engagement (BHC 102) before your thesis is submitted to the library. Please return this form with the signed Thesis Approval Form.

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Review of Original Work (Turnitin.com)

Your Thesis Chair and committee have reviewed the results of your thesis submission through Turnitin.com.

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Recommendation for Availability of Thesis

In addition to the unrestricted display of the bibliographic information and the abstract, we agree that the above-mentioned document be placed in the ETD archive with the following status (please choose one of the options below).

- Immediate worldwide dissemination with no restrictions.
- Pending dissemination of the entire work for six months for patent or other proprietary issues, with an additional six-month extension available. Once the patent and proprietary issues are resolved, we recommend worldwide dissemination with no restrictions.
- Dissemination with limited access to the UCF community for a period of:
  - One year
  - Three years
  - Five years

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</table>

Thesis Chair’s Printed Name: 

---

49
**Thesis Formatting**

NOTE: The following pages gives students a general idea of the HIM thesis formatting requirements. For detailed, step-by-step instructions on how to format each part of the thesis, please see the thesis formatting guides located on the Honors in the Major website. We also highly recommend referencing the UCF Graduate Studies Thesis and Dissertation Manual at http://www.students.graduate.ucf.edu/ETD_formatting/. Much of the information that has been provided on formatting in this document was taken from the Graduate Studies Thesis and Dissertation Manual. The UCF guidelines for thesis formatting are the same for undergraduate and graduate students.

**Thesis Order**

At a minimum, your Honors in the Major thesis must contain (1) title page; (2) abstract; (3) table of contents; (4) thesis body (e.g. chapters or sections); (5) list of references OR bibliography. You may choose to include more sections within your thesis. The following list demonstrates the correct order of a thesis if you were to include every possible page. You may need to omit sections as needed, just so long as the required sections are present.

1. Title Page - Required
2. Copyright Page - Optional
3. Abstract - Required
4. Dedication - Optional
5. Acknowledgments - Optional
6. Table of Contents - Required
7. List of Figures - If necessary
8. List of Tables - If necessary
9. List of Media/Abbreviations/Nomenclature/Acronyms - If necessary
10. Body of Thesis - Required
11. Appendices - Optional
12. Endnotes (may also be chaptered) - Optional
13. References OR Bibliography - Required
14. Index - Optional

The format of the thesis body and the treatment of citations and appendices vary by discipline. The Thesis Editor and your Committee Chair will guide you in this, but it is important at the outset that you select one of the established styles, such as MLA, APA, ASA, Chicago, CSE, or IEEE. UCF thesis and dissertation formatting manual guidelines for margins and pagination supersede standard style requirements.
Thesis Formatting Requirements

Margins

- Top: 1.5 inches
- Bottom: 1 Inch
- Left: 1 Inch
- Right: 1 Inch

Typeface and Size (font)

- Use a standard, easy-to-read Serif or Sans-Serif typeface for your document. Examples include Arial, Courier, Times New Roman, or Garamond. Be consistent in your font style throughout your thesis.
- Place all body text in 12-point font
- Place all chapter headings in 14-point font. All subheadings should be 12-point font.
- Use no smaller that a 10 point font and no greater than a 12 point font for tables, figures, and illustrations
- Use italics for textual emphasis when necessary. Do not use bold or underlining for this purpose

Page Orientation

- Use portrait-oriented pages for your writing and for small tables, figures, illustrations.
- Use landscape-oriented pages for large tables, figures, illustrations.

Spacing

- All manuscript text must be double-spaced, with the exception of the following:
  - Lengthy quotations (40 words or more) may be single or double-spaced, depending upon what documentation style you are using.
  - Table text may be single or double-spaced
  - Table or figure titles may be single or double-spaced
  - Headings or subheadings that span more than one line may be single or double-spaced

Paragraph Spacing

- Indicate paragraph breaks in one of two ways:
  - Indent the first line .5"
  - Align paragraph left, with no indent, and add extra space between paragraphs
- Text may either be left aligned or justified
- Apply the “Widow/Orphan Control” setting to your document. This ensures that the first word of a paragraph is never the last word on a page, and that the last word of a paragraph is never the first word on a page.
Headings
Your chapter or section titles and “back matter” sections (Appendices, Endnotes, List of References,) are headings. Headings help organize your thesis.

- Begin each chapters/section heading on a new page.
- Add adequate space below the heading to separate it from the text.
- Set the type size as 14 point font for all major chapter or section headings
- Center each heading. You may use all caps or title caps (a combination of upper and lower case)
- Be consistent: use the same font, style, size, spacing above/below, and alignment.

Subheadings
Using subheadings helps you establish hierarchy in your thesis and guides the reader through the information. You may use up to five subheading levels within each chapter or major section:

First-level subheadings (heading 2):
Use 12-point font. Check with your documentation guide as to where this heading should appear on your page (left or center) and how it should appear (bold, italicized, underlined, etc.).

Second-level subheadings (heading 3):
Use 12-point font. Check with your documentation guide as to where this heading should appear on your page (left or center) and how it should appear (bold, italicized, underlined, etc.).

Third-level subheadings (heading 4)
Use 12-point font. Check with your documentation guide as to where this heading should appear on your page (left or center) and how it should appear (bold, italicized, underlined, etc.).

Fourth-level subheadings (heading 5)
Use 12-point font. Check with your documentation guide as to where this heading should appear on your page (left or center) and how it should appear (bold, italicized, underlined, etc.).

- Add adequate space above and below each subheading to separate it from the text
- Place each subheading on the same page as its respective section
- Be consistent: use the same font, style, size, spacing above/below, and alignment for all subheadings of the same level.

Page Numbering
For the preliminary pages of the thesis, select lower-case Roman numerals (ii, iii, etc.), without punctuation, centered at the bottom of the page. Begin numbering at ii on the page that immediately follows your title page. If you include every page in your thesis, the numbering will appear as follows in the list below. Practice caution, though, as many students do not include all of these pages in their theses. Make sure to modify page numbering based upon what is included:

- Title page (considered page i, but number does not appear on the page)
- Copyright page (page ii)
- Abstract (page iii)
- Dedication (page iv)
- Acknowledgments (page v)
- Table of Contents (page vi)
- List of Tables, Figures, Definitions, etc. (pages vii, viii, ix, x, etc.)

- For the body of your thesis, begin page numbering at 1 and continue sequential numbering throughout the remainder of your document through the last page of your references OR bibliography. Page numbers should appear at the bottom center of each page, regardless of whether the page is oriented as portrait or landscape.
Figures and Tables

- Place tables and figures within the thesis as close as possible to the parts of the text they supplement OR organize all tables and figures into a single appendix
  - If placing tables/figures within the manuscript, either combine them on the page with the body text OR place them on a page by themselves
- You should generate a List of Tables, List of Figures, List of Illustrations, etc. following your Table of Contents in the thesis. This list will match up your tables, figures, illustrations, etc. with the page number that those tables, figures, illustrations appear on.
- Format consistently. For instance, if you center a table in the page, all tables must be centered.
- Create captions for each figure, table, etc. When including multiple figures, tables, etc., make sure that each is numbered consecutively and that captions are consistently formatted.
- Figures and tables, and their titles, should all appear on the same page. If a table is too large and must be split over multiple pages, you only need to repeat the heading (e.g. Figure 1). You do not need to repeat the entire caption or use the word “continued”.

Table of Contents
At the very least, all of the major headings and first-level subheadings must be represented in the table of contents.

- Use up to three heading levels in the table of contents. Set major chapter headings further to the left than subheadings.
- Align page numbers to the right. Use a dot leader between the table of contents entry its corresponding page number.
- Double space the table of contents.

Appendices
Appendices are used for items that supplement your thesis, such as surveys, IRB approval letters, copyright letters, previously used questionnaires, etc.

- Create a title page before each appendix, with Appendix A (B, C, etc.) and the appendix title, centered on the page. Use the same font style as for headings.
- If you only have one appendix, simply label it Appendix.
- You may type the appendix linearly or you may stack the title. For example:

  APPENDIX: IRB APPROVAL LETTER

  APPENDIX:
  IRB APPROVAL LETTER

References

- Select a documentation style and follow those guidelines for using in-text citations, and creating your reference list or bibliography.
- Choose a consistent style of spacing. Either single-space references with an extra single-space between each citation OR double-space references with no extra space between each citation.
- Use a hanging indent on multiple lines if your documentation style calls for it.
Thesis Submission Processes

☐ Complete all corrections to your content that was recommended by your Thesis Chair and committee.

☐ Complete all formatting corrections that were recommended by the Honors in the Major Thesis Editor.

☐ Verify that you have completed your Thesis Approval Form and submitted a copy to the Office of Research and Civic Engagement in the Burnett Honors College. This form verifies that you have completed your thesis defense.

☐ Verify that you have completed the Thesis and Dissertation Attachment Form and submitted a copy to the Office of Research and Civic Engagement in the Burnett Honors College. This form will verify that your Thesis Chair has submitted your thesis to Turnitin.com and will also allow you options for thesis dissemination.

☐ Proofread your thesis one final time before submission. Make sure that your thesis title and name are spelled correctly, that all of your major headings do not have grammatical errors. Also check to make sure that your table of contents is correct. Go through your thesis and match each entry up to the page number to make sure that this table is accurate. Finally, check through your references or bibliography to ensure that you have accurately represented other scholarly works in your thesis.

☐ Check your bookmarked PDF document to make sure that your bookmarks work correctly. Also, make sure that you upload the correct document to the UCF library website. If you have multiple files on your computer, save your final bookmarked PDF copy of your thesis in a special folder so as to not confuse it with another, older version of your document.

☐ Upload your thesis to the library website by EXACTLY following the directions provided to you by the Office of Research and Civic Engagement. Name your PDF document as follows: (Firstname_Lastname_middleinitial_yearandmonthofgraduation_Degreetype (e.g. Doe_John_H_1105_BA)). Make sure that you have your thesis title and abstract handy for this process.

NOTE: You must submit your thesis to the UCF library by 5:00 PM on the deadline posted for the semester in which you complete your thesis. If you miss this deadline, you will not be able to complete the program that semester. In this instance, you would need to make arrangements to continue the Honors in the Major program for another semester to complete this requirement. Also, once you submit their Honors in the Major thesis to the UCF library, changes cannot be made to the document. No exceptions will be made, regardless of spelling or grammatical errors.
Thesis Example
On the following pages, you will find the front matter of a previously completed thesis.

Make sure that this title is spelled correctly and matches the title found on your Thesis Approval Page.

PRESERVING THE RIGHT TO A FAIR TRIAL:
AN EXAMINATION OF THE PREJUDICIAL VALUE OF VISUAL AND AUDITORY EVIDENCE IN THE CONTEXT OF A CRIMINAL CASE

by

EMILY R. EDWARDS

A thesis submitted in partial fulfillment of the requirements for the Honors in the Major Program in Psychology in the College of Sciences and in the Burnett Honors College at the University of Central Florida Orlando, Florida

Spring Term, 2012

Thesis Chair: Karen Mottarella, Psy.D.

Make sure to insert your appropriate major and College in this statement.

Make sure to indicate your thesis completion term. Make sure that you list the year correctly. Also, list your thesis chair and his/her highest terminal degree.

This page is not numbered, but is considered page i
Copyright Page
This page is optional for your thesis, and must be included if you seek copyright from the U.S. Government

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Roman numeral numbering begins as page ii on the page that immediately follows your title page.
Federal Rule of Evidence 403 requires evidence’s probative value to substantially outweigh its prejudicial value for the evidence to be admitted. To date, courts have opinioned that photographic evidence holds low prejudicial impact and rarely render court proceedings unfair (Futch v. Dugger, 1989). The present study sought to empirically investigate this issue. In a 2 (Auditory Present/Auditory Absent) x 3 (Graphic Photo/Neutral Photo/No Photo) factorial design, 300 participants reviewed case materials from a recent murder case and provided information concerning their verdict decision. Emotional state data was also collected prior to and following review of the case materials via the Positive and Negative Affect Schedule – Expanded Form (PANAS-X; Watson & Clark, 1994). Participants reviewing graphic photos coupled with their case materials experienced significantly greater increases in both sadness and surprise than those reviewing neutral or no photos. Participants who had an auditory recording present with their case materials experienced greater increases in both joviality and, to a lesser extent, hostility. Participants reviewing the auditory recording also reported being significantly less able to formulate their verdict decisions fairly or impartially. When heightened emotion is involved in decision making, cognitive resources for well-informed decisions are limited (Greene & Haidt, 2002). The current study suggests the potential for particular modes of evidentiary presentation to manipulate jurors’ emotions, therefore increasing their prejudicial value. When the probative value of evidence does not outweigh the potentially prejudicial nature of jurors’ heightened emotionality, the fairness of court proceedings may be questioned and issues of the defendant’s right to a fair trial raised.
DEDICATION

For my family,
both in blood and in spirit,
for pushing me to climb life’s mountains.
Acknowledgments
This page is also not required for a thesis, but is highly recommended.
It should follow a format similar to this.

ACKNOWLEDGMENTS

I would like to express the deepest gratitude to all of my life’s mentors who have enabled me to reach this point. First and foremost, I would like to thank Dr. Karen Mottarella for her inestimable guidance, encouragement, and dedication throughout the course of this thesis’ development. To Dr. Shannon Whitten, thank you for your invaluable assistance in the endless statistical analysis involved.

I would also like to express a special thank you to my parents, Bruce Edwards and Rachel Jones, without whom I would not have become the woman I am today. Your support and enthusiasm has granted me the strength to reach farther, strive harder, and dream larger.
## Table of Contents

Double-space your table of contents. Make sure to include a dot leader from each entry to the respective page number. Also notice that the table of contents starts with page 1. It does not include any “pre-content” headings, such as the abstract, dedication, acknowledgments, table of contents, list of tables or list of figures.

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>5</td>
</tr>
<tr>
<td>The Influence of Visual Stimuli</td>
<td>5</td>
</tr>
<tr>
<td>The Influence of Gruesome Verbiage</td>
<td>7</td>
</tr>
<tr>
<td>The Influence of Auditory Stimuli</td>
<td>8</td>
</tr>
<tr>
<td>The Influence of Emotions</td>
<td>9</td>
</tr>
<tr>
<td>The Attribution of Blame</td>
<td>11</td>
</tr>
<tr>
<td>Reasonable Doubt and Confidence</td>
<td>12</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>14</td>
</tr>
<tr>
<td>Method</td>
<td>15</td>
</tr>
<tr>
<td>Participants</td>
<td>15</td>
</tr>
<tr>
<td>Materials</td>
<td>16</td>
</tr>
<tr>
<td>Brief Case Manuscript</td>
<td>16</td>
</tr>
<tr>
<td>Auditory Evidence</td>
<td>17</td>
</tr>
<tr>
<td>Visual Evidence</td>
<td>17</td>
</tr>
<tr>
<td>The Positive and Negative Affect Schedule - Expanded Form (PANAS-X)</td>
<td>18</td>
</tr>
<tr>
<td>Juror Response Form</td>
<td>19</td>
</tr>
<tr>
<td>Manipulation Check</td>
<td>19</td>
</tr>
</tbody>
</table>

The Table of Contents must be included in every thesis. Roman numeral numbering continues here.
Table of Contents (continued)

Design ......................................................................................................................... 20

Procedure ..................................................................................................................... 20

Results ....................................................................................................................... 23

Condition and Juror Response Form ........................................................................ 23

Condition and PANAS-X Between-Subjects Difference Scores .............................. 25

Verdict ...................................................................................................................... 29

Demographics .......................................................................................................... 31

Discussion .................................................................................................................. 32

Influence of Visual and Auditory Evidence on Mock Juror Decision Making ........ 32

Photographic Evidence ............................................................................................ 32

Auditory Evidence .................................................................................................... 33

Guilty Verdicts .......................................................................................................... 34

Guilty Verdicts Emotionally Loaded ......................................................................... 34

Guilty Verdicts Associated with Biased Perception of Ambiguous Evidence .......... 35

Emotion .................................................................................................................... 35

Order of Presentation of Case Materials .................................................................... 36

Implications on the Legal System ............................................................................. 37

Manipulation of Emotion and Induction of Bias Threaten Ability to Be Fair or Impartial.. 38

Heightened Prejudicial Value Attributed to Particular Presentation Modes .......... 39
# Table of Contents (continued)

Order of Presentation of Evidence ................................................................. 40
Methodological Limitations ........................................................................... 40
Use of Undergraduate Students ................................................................. 41
Generalizability ............................................................................................ 41
Deliberation .................................................................................................... 42
Concluding Remarks ...................................................................................... 42

Appendix A: Brief Case Manuscript ............................................................ 43
Appendix B: Auditory Evidence ................................................................... 53
Appendix C: Visual Evidence ........................................................................ 57
  Appendix C-1 ............................................................................................ 58
  Appendix C-2 ............................................................................................ 59
  Appendix C-3 ............................................................................................ 60
  Appendix C-4 ............................................................................................ 62

Appendix D: Positive and Negative Affect Schedule – Expanded Form (PANAS-X) .......... 64

Appendix E: Juror Response Form ................................................................. 67

Appendix F: Manipulation Check Questionnaire ........................................ 71

Appendix G: Pilot Study Explanation of Research ...................................... 74

Appendix H: Pilot Study Introduction ........................................................ 77

Appendix I: Pilot Study Debriefing Statement .......................................... 79
Appendix J: Pilot Study Approval of Human Research ......................................................... 82
Appendix K: Informed Consent ......................................................................................... 84
Appendix L: Debriefing Statement .................................................................................. 88
Appendix M: Approval of Human Research ................................................................. 91
References ..................................................................................................................... 94
List of Tables
If you have tables in your thesis, then you must include a list of tables after your table of contents. The list of tables should be double-spaced.

LIST OF TABLES

Table 1: Percentage of Mock Jurors to Convict by Condition .................................................. 23

Table 2: Condition x Ability to be Fair or Impartial ................................................................. 24

Table 3: Doubt, Reasonable Doubt, Sympathy, Anger x Visual, Auditory, Visual*Auditory ...... 24

Table 4: Condition x Average Emotional State Difference Score ............................................. 25
List of Figures
If you have figures in your thesis, you must include a list of figures after your table of contents. Your table of figures should be double-spaced. Note that figures and tables are separate. If you have tables and figures in your thesis, you must have separate lists for each.

LIST OF FIGURES

Figure 1: Visual Condition x Sadness, Surprise ................................................................. 27

Figure 2: Audio Condition x Hostility, Joviality ................................................................. 28

Figure 3: Visual & Auditory Evidence on Self Assurance ....................................................... 29

Figure 4: Verdict x Ability to be Fair, Sympathy, Anger ......................................................... 30
INTRODUCTION

Famous closing arguments such as those given by the prosecuting attorneys in the O.J. Simpson case (People of the State of California v. Orenthal James Simpson, 1995) utilize visual and auditory evidence to assist in swaying the jury toward a desired blame attribution. During closing arguments, prosecuting attorneys in the Simpson case played an auditory recording of Nicole Simpson’s 911 call to the police and projected photographs of the victims’ bodies on a screen. In the United States and other common law countries, it is assumed particular evidence has the potential to impose a prejudicial influence on jurors’ decision making processes (Bright & Goodman, 2006). In fact, emotional reactions to evidence may limit the cognitive resources available to formulate a fully developed, well informed decision (Greene & Haidt, 2002) and weaken the jurors’ ability to deliver a verdict based solely on the probative value of the evidence presented (Bright & Goodman, 2006).

Jurors are presented with the task of listening to conflicting evidence and using it in the decision making process in order to eventually arrive at a subjective estimate of guilt (Hastie, 1993; Kerr, 1993; Pennington & Hastie, 1993). This estimate of guilt is then compared to the threshold of reasonable doubt; estimates exceeding the threshold of reasonable doubt are presumed to result in guilty verdicts (Ostrom, Werner, & Saks, 1978).

The United States’ Criminal Justice System assumes jurors are able to make decisions entirely devoid of emotions. This assumption is evidenced by pattern jury instructions directing jurors to formulate their verdict decision without allowing their emotions to influence their
Frequently Asked Questions

Honors in the Major Program

1) When is the best time to apply to the Honors in the Major program?

Although the Honors in the Major program takes only two semesters to complete, it is highly recommended that you either apply to the HIM program or begin work on your thesis at least three semesters prior to graduation. This provides you some degree of flexibility in how you want to incorporate the thesis writing into your course work. Keep in mind that some programs require you to collect data or go out into the community. By giving yourself at least three semesters, you can ensure that you will have more than enough time to meet the objectives of your theses.

2) If I am a double major, how does the Honors in the Major program work?

If you are a double-major, you must select one major to write your thesis under. Oftentimes, ideas from the two majors overlap into one interdisciplinary thesis. However, you should write a thesis in the major that you topic is most relevant to and the major that you would like to pursue in graduate school.

Students who are double majors may only write one thesis at a time. If you want to write two thesis (i.e. one thesis for each major), they must be done sequentially. It is therefore recommended that if you want to write two separate theses, then begin the Honors in the Major program at the beginning of your junior year.

Directed Readings

1) If I decide to take Directed Readings II, when should I notify the Honors College?

Oftentimes, the decision to take Directed Readings II does not occur until mid-way through the first Directed Reading semester. The decision to enroll in Directed Readings II should always be made in consultation with your Thesis Chair. Once the final decision has been made, you must notify the Honors College immediately so that we can update your record.

2) When should I have formed my entire committee?

If you are taking one semester of Directed Readings, your committee should be finalized by the end of the second month of that semester. If you are taking two semesters of Directed Readings, your committee should be finalized by the end of the first Directed Readings semester. Remember that the committee members should be selected under the advisement of the your Thesis Chair, and you should ask your Thesis Chair if they approve of each selected committee member before you officially ask them to serve on their committee.

3) Can I change my Thesis Chair or Committee Members?

As a program, we do not encourage you to change Thesis Chair’s or committee members once you
In the instance that a faculty member leaves UCF or goes on sabbatical, it may be in your best interest to add or remove members from your committee. This decision should certainly be made in conjunction with your acting Thesis Chair and committee members. For The Burnett Honors College to officially change the Thesis Chair or committee on record, we must receive an e-mail from you, an e-mail from the current Thesis Chair, and an e-mail from the new Thesis Chair/committee member. Under no circumstances is it appropriate to add or remove members of your committee without first consulting those individuals.

4) Can I change my Thesis topic?

If you decide to change or modify your thesis topic, you should do this very early in the Directed Readings semester. You will need to make sure that your committee is still able to adequately advise you on their topic, and that the research that faculty are doing is pertinent to your thesis. DO NOT ever change your thesis topic without first consulting your Thesis Chair and committee. It is acceptable for you to specify or make revisions to your thesis as you move through the process, but issues can arise if you jettison your original topic and completely start over with a brand new, unrelated topic late in Directed Readings or in the Thesis semester.

Thesis Writing

1) If I decide to take Thesis II, when should I notify the Honors College?

Going along the same guidelines as Directed Readings II, you should notify the Honors College of their intention to take Thesis II as early as possible during the first Thesis semester.

2) How do I copyright my thesis?

You are not required to copyright your thesis with the United States Copyright Office in order to protect their work. However, you are more than welcome to officially register their thesis if you choose to. This process should be started well ahead of the submission deadline. Oftentimes, copyrighting can take between 9 months to one year to complete. The fee for registration is currently $45.00, and registration applications can be found at http://www.copyright.gov/.

If you do not register your thesis with the United States Copyright Office, you can still include a copyright page in your thesis. This page would appear after your Title Page, and would include the copyright symbol (which can be inserted through Microsoft Office), the year of publication, and your full name.

3) What happens if I decide not to finish my thesis?

In a few instances, students may decide that they cannot finish the HIM thesis. Reasons oftentimes include having to graduate early, financial constraints, and educational opportunities that take students out of the state of Florida. Although we always encourage students to finish their thesis at all costs, we understand that under certain circumstances it may not be feasible. You must notify the Honors College, your Thesis Chair, and your committee if you decide not to complete your thesis. If you have done a legitimate amount of work, your Thesis Chair may ask you to produce a research paper in order to justify a passing grade for the Thesis independent study course. Please note that opting out of the program means that your thesis will not be bound, that you will not graduate as an Honors in the Major student, and that Honors privileges will be removed.