

IDH 4007, Section EA4  
Spring 2024  
Thursdays, 9:30 am – 12:15 pm  
AHC4-202

Dr. James M. Sutton  
DM 454C  
Office Hrs: by appt.  
Ph: 305-348-1270 (office) or 786-531-4340 (cell)  
E-Mail: [suttonj@fiu.edu](mailto:suttonj@fiu.edu)

### Course Description and Expectations

Both individually and collectively, the value of your Study-Abroad experience in the UK this summer will be determined as much, perhaps more, by what you choose to put into it, not by me and what I might call out for you to do. In that spirit, I would like you to approach this course, IDH 4007, as a semester-long invitation from me to you to throw your whole self into this splendid opportunity. I've tried to design this class as a portal through which you may travel, the better to prepare for a life-changing experience in London and the UK, and Scotland, this May and June.

This is exactly why, after the first two weeks, the class will be structured around class presentations: I want the twenty or twenty-two of you to make sense of these two countries, their lands and peoples, their entwined and yet distinct histories, cultures and landscapes. I could stand up for 10-14 weeks and lecture or lead discussion, but then you'd be receiving "my" England, "my" UK, "my" Scotland, a version of these two nation-states filtered predominantly through their literature, art and history. (Boring!) This would be a valid approach in a course where I was called to profess "English literature" or "English history" or "Scottish culture," but that's decidedly not this class. Here, I intend to give you the opportunity to make your own sense of the two lands we will visit together, in a deep and respectful manner, so that you can then test your ideas and concepts when we are travelling together this summer. Don't worry though, I will not be an absent, nor an absent-minded, professor either this spring or summer; rather, I plan to act as your guide, your provoker-in-chief, your questioner and examiner, your co-traveler in this journey of the intellect and spirit.

So what is it we will be doing this spring term? First, I want you to prepare for each class by spending between 1 or 2 hours reading two articles that will be pre-selected, in week 2 by me, and from thence forward, by two of your classmates. Here, I veer from past practice. The first few years I taught this course, I assigned readings from some "complete" history of England, such as Robert Tombs, *The English and their History* (Penguin, 2015). But these readings proved onerous, difficult and burdensome, and the quizzes I gave on these readings, too unhelpful and needlessly stressful. Plus, I didn't really like the author's voice and perspective much. So, this year, like last, we'll take matters into our own hands. For January 18, I will assign two articles on Roman Britain and ancient Scotland for you to read—and at the beginning of class, I'll give you a short 5 question quiz, multiple choice, on these two readings. On January 25, medieval day in class, our two student leaders will assign the readings (they will do by so on January 21 or January 22). One of these will be on the Middle Ages in England, the other on some aspect of the Middle Ages in Scotland. We will all read these two pieces on our own before we meet on January 25, and our two student leaders are going to write the quiz for us that day (to keep myself "honest," I will take their quiz with all the rest of you). Through the course of the semester, we are all going to choose these articles, and write these quizzes. Touch-stones: fun, lively history, uncovering some aspect of the period, in England and Scotland, that is of interest to you. No worry about being comprehensive,

nor about being too detailed. The pieces should impart information, they can be “academic,” but they might be journalistic; they should definitely be lively and well-written—and also, they should be something that you will refer to in your presentations later that day! As for the quizzes, let’s keep them light-hearted and low stakes. Go ahead and write them in such a fashion that all your classmates who bother to do the reading will get at least 4 or all 5 points on them. There will be twelve such quizzes through the semester, but you will only take eleven of them, since you won’t take the one you actually write! **These quizzes will be for five points each, and they will amount to 10% of your final grade**—meaning each time you take a quiz, it’s only worth 1% of your grade! So if you flag one of them, who cares, you’ve only forfeited a part of 1% of your grade. Low stakes, indeed.

And so now you know why there are no books for this class—together, we will assign ourselves the readings, amounting to 24 hopefully scintillating, enriching articles, to be determined as we progress together through the semester.

Now, it is true that, counting our first Thursday together, we have in the next four months a total of 16 Thursdays together, from January 11 through April 25, and yes, I plan to try to make full use of each and every day we have together! But only 12 of these Thursdays will be “academic” in nature; four of them will be different, in some way. January 11 will be our day of introductions, explanations, and the sharing of aspirations for this course and our summer travel. On February 15, we will all go for English tea together in Cauley Square in Southwest Dade—a lovely break and a morning to practice wearing your British drip. February 29 falls during Spring Break, so we won’t meet anywhere officially, but I would love to arrange a fun activity somewhere that day for those of you who might be able to join in—stay tuned. And I will probably be away from class on March 7, so I hope to employ that day for Alyssa, our wonderful program assistant, and other Honors UK alumni, to meet you and answer all your questions about travel in the summer!

So, what will a “normal” Thursday morning look like for us, those twelve days when we will be doing “academic” work in class? The first half of class, from about 9:30 – 11:00, will be taken up with our quiz (15 minutes) followed by a group presentation on the designated historical period under review that week. The second half of class, from 11:00 – 12:15, will most frequently consist of two more 20-30 minute presentations, two “Wildcard” presentations that will relate to the historical period under review that day. In addition, two more students will prepare “Site Reports” that offer vivid details on some city or monument that we will visit this summer; however, these will not be presented in class but will be turned in online, for all of us to view and grade together after class. Each of these assignment types is described more fully below but let me be clear about one thing from the outset. Each of you will a) work with one classmate on a **major** presentation tied to a historical period; b) offer a “Wildcard” presentation also tied to one of our periods (but not the same day as you do your major presentation with a partner; and c) do an online “Site Report” that is tied to a place we are going to visit while in London, the UK, or Scotland. In short, most of our Thursdays together will be all about you formulating your own ideas and thinking and presenting these concepts to your classmates, as creatively and ambitiously as possible. Each of you will be making two major presentations, therefore, one with a classmate, and the other, singly. This class is yours; I am mostly your guide, your commentator, and your professor who gets to evaluate and grade all your presentations!

Of these three, the “big deal” will be your historical presentation, which you will prepare and do with a chosen classmate. Following our readings that you have selected, and our quiz, each of you in pairs will be choosing a different period—the sweep of British history divided into eleven slices! Alongside your partner, I want you to develop a 60-75 minute Canva, Power-point or Prezi presentation that will cogently offer some intriguing and memorable perspective on the period under question. It’s impossible for you to cover everything, so try to find a scaffolding that will help you structure your presentation—and whatever your feelings about the monarchy might be, often that scaffolding, in this class as well as in general British history, revolves around the names and basic facts of the kings and queens, and their lovers, favorites, and policy-makers, or their nemeses. That is just fine, but try to include other things in your 60–75-minute extravaganza, including art and architecture, literature, religion, social and gender history, science, philosophy, business, stories of war and peace, and please, some period trivia and delicious gossip! We all love tea—especially in a class dedicated to the Brits and Scots! Don’t try to cover everything; rather try to find and create a coherent (and highly creative) narrative about your period that you can deliver to your classmates through gorgeous, well-designed slides and crisp, commanding delivery. Also, please keep in mind that, due to our travels in Scotland this summer, at least 10 minutes of your presentation should discuss what was happening in Scotland at this time, either separate from England, or more typically, in direct response to English interference and efforts to colonize and “tame” the supposedly wild northerners. Also, remember at some point in your presentation (two slides, at least), you should refer to the articles you choose and had the class read. **This part of the course will be worth 30% of your final grade:** 10 points for the design and execution of the Canva or PowerPoint presentation itself (style, optics, clarity, design features, strength and confidence of your delivery, collaboration with your partners, cohesion); 10 points for the actual content and information of the presentation (content, research, facticity, storytelling); 5 points for your incorporation of Scotland into the presentation; and 5 points, for how well you incorporate and make use of your two articles within the presentation. **This presentation is a big deal.** I recommend spending lots and lots of time working with your partner beforehand to ensure you blow our socks off in class when you present. I want your creativity, your brilliance, and your research capacities to clearly be registered. **It’s the key day of class for you: own it, take command, and shine!**

Secondly, each of you will do one “Wildcard” presentation during the semester. This will be done individually; you will do it on a different day from your historical presentation. In any mode you see fit, and for from 20 – 30 minutes, you will offer a further perspective tied into the period we are discussing—as long as what you do ties in to the time period, you’re good! Let’s say you are a “Wildcard” presenter on January 25, our “medieval” day. Choose anything remotely “medieval” and bring it to your classmates in any style you choose. Read Chaucer in Middle English. Sing some medieval chants. Cook up a medieval dish and serve it. Dress like your favorite medieval person and explain your costume. Sing a Middle English song. Create a game you can present and have us all play (Kahoots are by now *de riguer*—I generally don’t recommend that you take this easy path!) Please connect with the two class leaders that day, to ensure that rather than overlapping with them, you bring something distinct to the table. Have fun with this and be wildly creative. **This presentation will be worth 20% of your grade:** 8 points for originality; 7 points for your creativity; and 5 points for your project’s relatability, how what you bring to the table, literally, energizes and excites your classmates. If they are bored by your creative efforts, then your project is “middling” at best, but if they are alive to what you ask them to do, then you are

“gas” here, having lit them afire. Each year I’ve taught this class, wildcards have improved. With Alyssa here from my 2022 UK cohort, acting as program assistant and de facto peer-mentor, I’ll expect this trajectory to continue. Check in with Alyssa about your wildcard ideas and see if she has suggestions to ensure they are original, creative, and energetic! The first year I taught this class, many of my students did boring ppt presentations for this assignment; in the second year, 2020, following my lead, things got much more innovative—games, gender reveal parties, period fashion dolls, “Write my Life” style presentations. Two years ago, Alyssa’s crew offered up in-class croquet and letter-writing and crafting of every stripe. And last year, we had musical chairs, Spotify lists, board games, and food aplenty! This year, who knows, but go wild and get artistic with these presentations—I hope to see you surpass even my 2022 and 2023 students in terms of your imagination and commitment to fun learning!

Thirdly, **and for another 10% of your final grade**, each of you will be asked to prepare one “Site Report” for your classmates. This will be a Canva or PowerPoint slide deck, and it should include at least 8 -10 photos of your site or location, and a description of the place’s history and import. A final slide, detailing “for further reading” on your site, should essentially be a bibliography, including books, articles, and additional web content. You will note as we go over the syllabus, I’ve already designated 22 sites, and assigned them by date in a manner that (somewhat) accords to their history. For example, the important cathedral towns of Canterbury and York both fall on our “medieval day,” so if you end up choosing or being assigned one of these two sites/cities, I’d recommend that you tie your pictures and informational slides to the various obvious medieval legacies of both cities, dominated by their respective cathedrals. These Site Reports will be turned in on Canvas on the day they are due, but they will not be presented in class, thus saving us time for the two Wildcard presentations. Instead, after class, all of your classmates will “grade” them, thus. By Sunday night, each week, I will want all of you to look at both Site Reports presented on Canvas that week. You are each to grade them, on a scale of from 0 – 10 points, and I want each of you to text me your grades. I will then average out your grades across the class, and this is the score that you will receive. Thus, 10% of your final grade is in your classmates’ hands, not mine. I expect you to be rigorous, and also fair, when you are doing this peer evaluation. My suggestion is that you should be very generous giving out 8’s and 9’s, but only give a score of a 9.5 or a 10 to a classmate whose Site Report is gorgeous, extensive, well-researched and creates in you great enthusiasm to visit the place this summer. Correspondingly, if a classmate does a poor job on their Site Report, you should feel free to give it a 5, or a 6 or a 7. Your grades will be kept anonymous from your classmates; only I will be privy to all grades, and the average grade, which is what each student will receive!

Ideally, your Group Presentation, your Wildcard, and your Site Report will fall on three separate days—this is how I aim to arrange things—so you’ll have three of our eleven Thursdays when you are truly “on” and expected to prepare something, and the other eight Thursdays you can just sit back and learn and participate actively, once you’ve taken the reading quiz! However, don’t take this as an invitation to slack, or to look at your phone, or to gaze out the windows in AHC 4 – 202. I want you fully present each day, and actively engaged. To this end, **your attendance and class participation are worth 10% each of your final grade, 20% total**. And I will take note if you do not pay attention, and you can expect your participation grade to be quite low, accordingly. I want you to be a respectful, generous classmate, dialed in to your fellow students’ efforts.

Continuing in the vein of the Site Reports, on our final day of class, April 25, when our final group does their presentation on contemporary Britain and Scotland, from 1981 – present, I will also ask each of you to turn in one more Slide show on Canvas treating some specific feature of contemporary Britain or Scotland. **These will be worth 5% of your final grade.** Have fun with this final project and be informative: I plan to be generous in doling out the points.

Your final assignment will be the preparation of a research proposal, which you will also turn into me through Canvas on April 25. **Worth 5% of your grade (another 5 points), this short paper will look forward to the summer term**, when during your travels you will also be researching and taking in information on some question of interest to you—all of which might become your major paper or project crafted *after* we return from the UK. This proposal simply constitutes your preliminary research, your opening gambit, on the topic: ideas, plans, notes, images, scribbles, pictures and images, and a bibliography for further reading.

**Grade summation, then, is as follows:**

- **Quizzes, 10 of 12 which will count, 10 points or 10%**
- **Group Presentation, 30 points or 30%**
- **Wildcard Presentation, 20 points or 20%**
- **Site Report, 10 points or 10%**
- **Contemporary Britain Report, 5 points or 5%**
- **Research Proposal for the Summer, 5 points or 5%**
- **Attendance and Participation, each worth 10 %, so 20% total**

### **Student Learning Outcomes (Honors College)**

In accordance with the directives of the Honors College for every course taught within it, this class will meet several Student Learning Outcomes (SLOs), as specified by the College. To wit, in our section of IDH 4007 you will be working on the following SLOs (note, these do not factor directly into your final grade; rather these SLOs comprise rubrics by which I will evaluate and assess the course’s design and execution). These relate to Research, Interdisciplinarity and Connectivity, and Community Engagement and Leadership, as follows:

#### **Research**

SLO.R.2: Conduct a multi-perspective logical analysis and synthesis of local, regional, national, or global intercultural problems. (Historical Presentation)

SLO.R.3: Communicate results fluently orally or in writing. (Historical Presentation, and “Wildcard” Presentation)

#### **Interdisciplinarity and Connectivity**

SLO.I.1: Demonstrate an understanding of the interrelatedness of local, regional, national, and global intercultural issues and trends. (Historical Presentation)

SLO.I.2: Apply ideas, methods, and knowledge from multiple disciplines to a question or issue. (Historical Presentation)

SLO.I.3: Identify connections learned in the framework of the course. (“Wildcard” Presentation)

## Community Engagement and Leadership

SLO.C.3: Demonstrate willingness to engage in local, global, international, or intercultural problem solving. (Entire course)

# Course Calendar

**Thursday Jan. 11:** Introductions and Orientation; Course Expectations; Assignments; Looking toward the Summer and our Study-Abroad experience together

**Thursday Jan. 18:** before 500 CE. Ancient Britain and Scotland. Articles tba.

- Reading Quiz #1 on articles
- Professor Sutton will do a Presentation on Roman Britain and ancient Scotland
- Site Report #1: Fishbourne Roman Palace
- Site Report #2: The Tower of London (both Roman and medieval, admittedly)

**Thursday Jan. 25:** 500-1485: Medieval England and Ireland. Articles tba.

- Reading Quiz #2
- Group Presentation #1, on the (very long) Middle Ages
- Wildcard Presentation #1
- Wildcard Presentation #2
- Site Report #3: Canterbury
- Site Report #4: York

**Thursday Feb. 1:** 1485-1603: Renaissance and Reformation in Britain; the Age of the Tudors. Henry VIII and his Six; Bloody Mary, and QEI; Connections between the Tudors and the 16<sup>th</sup> century Stuarts. Articles tba.

- Reading Quiz #3
- Group Presentation #2, on 16<sup>th</sup> century England, the Tudor Age, and Elizabeth vs. Mary Queen of Scots, etc...
- Wildcard Presentation #3
- Wildcard Presentation #4
- Site Report #5: Cambridge University, focusing on the many late-medieval and Tudor-era buildings—such as King’s College Chapel
- Site Report #6: Hampton Court

**Thursday Feb. 8:** 1603-1688: The Stuarts and the Civil War; Interregnum; the Restoration of Stuart monarchs. The Stuarts in Scotland, too! Articles tba

- Reading Quiz #4
- Group Presentation #3, early Stuart England, the English Civil War, Cromwell and the Interregnum, and the Restoration of the Stuarts; Scotland's view of the English troubles in the 17<sup>th</sup> century
- Wildcard Presentation #5
- Wildcard Presentation #6
- Site Report #7: Oxford and the University, especially 17th century buildings
- Site Report #8: Wren's Churches in London, especially the rebuild of St. Paul's Cathedral

**Thursday Feb. 15:** Class Field Trip. English Tea at Cauley Square Tea Rooms, details forthcoming.

**Thursday Feb. 22:** 1688-1783: The Glorious Revolution and the Eighteenth Century, Wars in the Atlantic, the American Revolution as viewed from London; Georgian Scotland; Bonnie Prince Charlie and the Jacobite Revolution. Articles tba.

- Reading Quiz #5
- Group Presentation #4, on the Glorious Revolution and the Eighteenth Century, Scotland in 18<sup>th</sup> century, the age of the Scottish Enlightenment
- Wildcard Presentation #7
- Wildcard Presentation #8
- Site Report #9: Culloden Battlefield
- Site Report #10: Edinburgh (focusing on both the medieval center and the Georgian new town)

**Thursday Feb 29: Spring Break; Optional off-campus meeting or activity, tbd?**

**Thursday March 7:** No presentations, no reports! Sutton probably gone! Alyssa and other Honors UK alumni meet with you for free wheeling discussion on trip preparations for the summer, packing, money, travel, tips, and loads of fun facts.

**Thursday March 14:** 1783-1820: Romantic Era, French Revolution and the Regency in England and Scotland. Articles tba.

- Reading Quiz #6
- Group Presentation #5 on the "Romantic Era," French Revolution, Regency era, Battle of Waterloo, and Scotland during these days of Romanticism and Regency
- Wildcard Presentation #9
- Wildcard Presentation #10
- Site Report #11: The English Lake District, Wordsworth and Grasmere
- Site Report #12: Regency London, such as Regent's Park and for good measure, the Royal Pavilion, too, in Brighton

**Thursday March 21:** 1820 – 1901: The Age of Queen Victoria. The Victorians at Home and in Scotland. Articles tba.

- Reading Quiz #7
- Group Presentation #6 on the 19<sup>th</sup> century in England and Scotland
- Wildcard Presentation #11
- Wildcard Presentation #12
- Site Report #13: Glasgow, Scotland's Victorian Queen
- Site Report #14: Manchester, England's Victorian Powerhouse

**Thursday March 28:** 1820 – 1901: Victorian England revisited, as Imperial Power. Articles tba.

- Reading Quiz #8
- Group Presentation #7 on Imperial Britain and Scotland in later 19th century
- Wildcard Presentation #13
- Wildcard Presentation #14
- Site Report #15: Liverpool and the Spoils of Empire
- Site Report #16: The British Museum

**Thursday April 4:** 1901 - 1929. The Edwardians, Modernism, World War I and the Aftermath of the Great War. Articles tba.

- Reading Quiz #9
- Group Presentation #8 on the Edwardians, the Great War and its Aftermath; and Scottish contributions to the War
- Wildcard Presentation #15
- Wildcard Presentation #16

**Thursday April 11:** 1929 – 1952: Pacification, Hitler and the rise of Germany, World War II and the immediate aftermath of WWII in Britain and Scotland. Articles tba.

- Reading Quiz #10
- Group Presentation #9 on World War II and its Immediate Aftermath in England and Scotland
- Wildcard Presentation #17
- Wildcard Presentation #18
- Site Report #17: Cambridge, as a site of scientific breakthroughs AND an RAF site, too
- Site Report #18: London during the War, the London Blitz and its Aftermath

**Thursday April 18:** 1952 – 1980/81: The Second Elizabethan Era, up to the rise of Princess Diana. Articles tba.

- Reading Quiz #11
- Group Presentation #10 on Britain in the Age of Elizabeth II, from her accession to the marriage of Charles and Diana
- Wildcard Presentation #19
- Wildcard Presentation #20
- Site Report #19: The Cotswolds
- Site Report #20: Stratford-upon-Avon



**Thursday April 25: 1981 – 2023: Contemporary Britain and Scotland**

- Reading Quiz #12
- Group Presentation #11 on Britain in the Age of Elizabeth II, from the Royal wedding of Charles and Diana, up through Brexit and Megxit
- Wildcard Presentation #21
- Wildcard Presentation #22
- Site Report #21: Shopping and Markets of London
- Site Report #22: Contemporary Architecture in London and the City

**Please turn in your Individual Research Proposals**

**Please also turn in your slide banks on various aspects of contemporary Britain.** Options include:

- British and/or Scots Music Scene
- British and/or Scottish Film Industry
- British and/or Scottish Television
- British and/or Scottish Arts Scene
- Brexit and Contemporary Politics in the UK and Scotland
- British and/or Scottish Theatre
- British Fashion Industry
- British and/or Scottish Food
- The Royal Family in London and Scotland (Balmoral Palace, Holy Rood Palace)
- Cricket and other British Pastimes
- British and Scottish Science
- British and Scottish Medicine
- British and Scottish Dentistry
- The Man Booker Prize and contemporary English and Scottish Writers
- Scottish Literature, now and then
- British Intelligence and Espionage, MI-5
- British Military and its Engagements
- Race and Ethnicity in Contemporary Britain and Scotland
- Religious, Sexual, and Gender Diversity in Contemporary Britain and Scotland
- The British vs. the Scottish Legal System
- British and/or Scottish Crime and Horror
- Football (soccer) in the UK, the EPL, and the Scottish teams in Glasgow and Edinburgh

**Tentative Grading Scale**

94-100	A	60-69.99	D
90-93.4	A-	0-59.99	F
87-89.99	B+		
84-86.99	B		
80-83.99	B-		
77-79.99	C+		
70-76.99	C		

## **Honors College Policies and Requirements**

### **Academic Misconduct Procedures and Policies**

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **Artificial Intelligence Policies**

This policy acknowledges the potential benefits of AI while emphasizing the importance of transparency, equity, privacy, and ethical considerations. Faculty who employ AI technologies in their courses will inform students of their use in the course. This will inform students the purpose of AI integration and its impact on the learning experience.

Students are not to use AI unless explicitly stated in the respective assignment. Students are expected to use AI responsibly and ethically. This includes respecting intellectual property rights, avoiding plagiarism, and adhering to any relevant guidelines established by the university. Students who choose to use AI for assignments, must only do so with permission of the instructor. AI can be a powerful tool and can be used to assist students in brainstorming, drafting, and creating when permitted by the instructor. Be aware that AI may not develop high-quality work that earns a passing grade, and it is the student’s responsibility to revise all work before submitting assignments.

Note, each course may have additional policies on AI.

### **Honors Engagement Requirements**

In The Honors College we strive to build a sense of community, the kind you get at a small liberal arts college, but with all the resources of a major public university. Our events, workshops, and activities are all designed with the purpose of enriching your life and giving you an experience that transcends mere classroom learning. We hope that you will take advantage of all these opportunities to learn and grow. Your 11-activity HC Engagement Pathway and 20 volunteer hours will be tracked using [Panther Connect](#) and [Give Pulse](#), respectively. Make sure to login and create your profile for both systems. Don’t forget to read your weekly *Next Week in Honors* newsletter for awesome opportunities! It lands in your FIU Inbox every Friday. See [Engagement](#) and [Community Service](#) for more information.

**Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

**Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center](#), if you have not done so already.

**Resources: Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.