Honors Seminar III & IV: Inhabiting Other Lives
The Honors College, Florida International University
IDH 2003-2004 ☼ Fall 2011-Spring 2012
Instructor: John Bailly
Tuesdays & Thursdays: 11:00 AM – 12:15 PM ☼ Room: TBA
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Office: DM 233 ☼ Office Hours: By appointment

Overview:

The Honors College Seminar: Inhabiting Other Lives, exposes students to issues of human commonality and diversity, and invites them to investigate and to understand the interconnectedness of various cultures, times and life experiences. Guided by the epistemological questions of what we know, how we know it, and how we judge, students will investigate and test competing theories of knowledge and their relationship with local, global, international and intercultural problems.

The course will focus on a particular historical period - the French Revolution- that exemplifies the interconnectedness of local, global, international, and intercultural issues and problems, as well as the deep value of perspective-taking. The French Revolution served as a platform for the collective need for political, economic, and social change throughout the world. The Rights of Man, a declaration of freedom and the necessity for human rights, resulted from the French Revolution, and was one of the founding international human rights documents. Students will be expected to demonstrate knowledge of the interrelated dynamics and analyze the multiple causal forces of issues shaping the French Revolution. Additionally, students are expected to apply this understanding to contemporary global and intercultural problems. The point of the course is not merely to understand history, but also to connect the historical dots and use them as a bridge to understanding contemporary global issues, trends, and systems.

To foster global engagement, the class will use two active learning pedagogical vehicles: Reacting to the Past (RTTP) during the fall semester and Place-as-Text during the spring semester. These active learning strategies allow students to address important questions through active learning and interdisciplinary approaches. Further, these strategies will enable students to more willingly engage in local, global, international, and intercultural problem solving. Further, RTTP facilitate students’ global perspectives in analyzing problems from a multi-perspective approach.

To provide perspective, the course will replicate the historical context of a particular past, with all its interrelated causal forces: economic, sociological, political, and otherwise. But it also provides students with the opportunity to explore counterfactual issues of individual agency: Would a different constellation of leaders in ancient Athens have effectively resisted the rise of Athenian democracy? Would a different set of arguments have prevented the execution of King Louis XVI in revolutionary France? Throughout the course, the vital significance of individual intervention is made apparent and all participants should be prepared to make significant contributions to the causes to which they are attached. This is not a course for the faint-hearted. Application, vigor, intellectual curiosity and flexibility are all vital attributes for those concerned. Moreover, students are expected to be able to articulate connections between historical and mod-
ern day issues. In order to formulate acceptable responses, students will need to not only think as one did in the past, but reconcile such thinking in light of what is known in contemporary society.

**Global Learning Objectives**

**Global Awareness** - Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

**Global Perspective** - Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.

**Global Engagement** - Students will demonstrate a willingness to engage in evidence-based negotiation in order to solve a global issue.

**Global Learning Common Reading**

http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html

To be discussed the second day of class, have it read by then. This course has been certified as meeting the Global Learning requirement. As such, we will discuss how this article, and the principles discussed in it, tie into our course. Additionally, we’ll discuss how our course may help you to understand the dynamics of change discussed in the article.

**Global Learning Co-curricular Activity**

Students will perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

**Required Reading:**

The readings of this class are meant to provide students with a broad understanding of multiple viewpoints. The readings will help to exemplify the Global Learning nature of this class by supporting the Global Learning outcomes of Awareness and Perspective, as outlined above.

UNIVERSITY REQUIREMENTS

Academic Honesty and Plagiarism

FIU Academic Misconduct Statement
Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.

Plagiarism – The use and appropriation of another work without any indication of the source, and the re-presentation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.

Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:
FIU Code of Academic Integrity – http://www.fiu.edu/~dwyere/academicintegrity.html
FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

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.

HONORS COLLEGE REQUIREMENTS

Citizenship Requirements
All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each fall semester. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.
5. For more information on Honors citizenship requirements, see the Honors College Student Handbook or visit [http://honors.fiu.edu/current_policy_citizenship.htm](http://honors.fiu.edu/current_policy_citizenship.htm).

Student Portfolios
The Honors College will be using a portfolio method to assess student learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [http://honors.fiu.edu/portfolios](http://honors.fiu.edu/portfolios).

Attendance
Attendance is required and will be reflected in the final grade. You are expected to be on time for class and to remain in class for the duration of the lecture. Material will be covered in class that is not covered in the readings, thus each absence will negatively affect your ability to do well on assignments.

Students will be allowed 2 absences. All other unexcused absences will adversely affect your grade. If you know you cannot attend a class session or if you miss a class please notify your
professor via email within 48 hours of your absence. It is up to the professor to determine the validity of your excuse. Please monitor your own attendance record.

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<tr>
<th>Number of Unexcused Absences</th>
<th>Estimated Grade</th>
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**Assignments and Grading Policy Summary**

**RTTP (French Revolution, Athenian Democracy)** 40%

**French Revolution Character Research Paper** 20%

**Visual Thinking Project** 20%

**Quizzes** 20%

**RTTP Game Grading Rubric (40%)**

This rubric indicates the general parameters for assessing the class participation element of the game.

- Active participation in class debates
- Active participation in discussion board debates
- Demonstrate a familiarity and understanding of assigned texts
- Demonstrate an awareness of philosophical issues the game addresses
- Demonstrate an awareness of the historical context of the game
- Take initiative in game (propose legislation, form alliances, undermine opponents, etc.).

This active learning strategy will reinforce the Global Learning outcome of engagement by developing students’ abilities to interact with others and apply the multiple perspectives approach, as developed in other aspects of the Global Learning Outcomes. The purpose of this active learning strategy, while fulfilling Global Learning Outcomes, is also to foster your thinking in terms of the connections between historical issues and contemporary ones. It is important that these connections be made in order to reap the benefits of this learning strategy.

**French Revolution Character Research Paper (20%)**

Write a 4 page (1,200-word) paper describing the character you will be ‘playing’ in the course of the semester. This project is meant to get you firmly embedded in your role at the earliest opportunity. ALL your responses in the game should reflect your character’s opinion and NOT your own and this exercise is intended to get EVERYONE thinking in greater depth about their individual roles, their motivations and pressure points. You need to do your own background research into the issues that you confront in this paper. Do not simply ‘emote’ your character – empty rhetoric and ‘feelings’ expressed without any solid evidence to back them will be treated as posturing and hot air and will be graded accordingly!
The purpose of this paper is to facilitate the Global Learning Objectives of Awareness and Perspective. As you develop your paper, you will more knowledge of the interrelated dynamics that shape the diverse thinking of your character and the cultural context both you and the character find yourselves in. This will also lead to gaining more perspective. You will need to analyze the multiple causal forces that shape the perspective of your character (economic, social, political, cultural, etc).

**Visual Thinking Project (20%)**

This project is designed to be in conjunction with the French Revolution game. Reacting games are essentially games of performance and persuasion. Students attempt to get other students to support their position on any given issue through debate, logic, deceit, compromise, and fictional force. The more profound idea, however, is for students to examine their ideas and lives from a historical perspective. What do you believe and where are your convictions rooted?

For this project you will create a film to define or explore your position in relation to the difficult questions/dilemmas that arise from the French Revolution. You select the issue(s) to address and the format in which you address them. The films can take the form of a narrative, documentary, comedy, or artistic reflection. They can address very specific issues (Civil Constitution of the Clergy, the role of a King in society, right of women to bear arms) or address larger questions (What is the General Will?). Conceptually, you can take a strong and definite stand on an issue or you may create a more reflective film that poses questions rather than declares a position. You have full creative freedom, as long as you address an issue relevant to the Reacting game.

Please demonstrate a thorough understanding of the issue(s) you address.

This active learning strategy will also help to achieve the Global Learning Outcome of Engagement. The video will require you to demonstrate your willingness to engage in intercultural problem solving. In addition, the video will help to demonstrate the other two Global Learning Outcomes: Awareness and Perspective, in that you will need to demonstrate your knowledge and you ability to show the multi-causal forces affecting the characters and issues at hand.

**Format**

The format of this project must a time-based media: PowerPoint, iMovie, video, film or other media. You may appropriate existing images, but they must be altered in some manner. For example, you may edit the work heavily or distort it in some manner. You may recruit actors and/or other film crew, such as an editor. However, students must assume and retain the role of directors. The film must be your ideas and you must oversee every aspect of it, but you may delegate responsibilities.

Students will work individually for this project. Each student will produce one video/slideshow for presentation to the class. It must be 3 minutes duration or less (strictly enforced). You must upload a copy of your film onto the internet, on Facebook or Youtube (free). Please make sure to test your upload prior to attending class.
You must also provide a brief written description of your project. Explain why you did what you did and how it relates to the French Revolution Reacting Game or an issue arising from it. Descriptions must be submitted to turnitin.com http://www.turnitin.com/static/home.html.

Citations
Similar to a research paper, all sources must be cited for a film project. If you utilize an existing film for inspiration or incorporate clips or pictures from someone else, you must cite those sources in your film credits. Failure to do so is plagiarism.

Grading Criteria
• Originality of content
• Originality of method
• Relationship of content to method
• Effort

Media Equipment
All current FIU students can loan media equipment from University Technology Services. UTS is located on the ground floor of the Green Library.
Watch film projects made by students of The Honors College at FIU: http://thc.fiu.edu/honorsweb/index.php?option=com_seyret&Itemid=10008

Topics
What is the idea of General Will?
What was the General Will of France in 1791?
What is the General Will of the contemporary US?
What should be the role of a King in a society?
When is it acceptable to use force to advance an agenda?
Does God exist?
What should be the influence of religion in government?
Under what circumstances should literature be censored?
Are women equal to men?
Is an ideological war of liberation justified?

Quizzes (20%)
The purpose of the quizzes is to ascertain whether the student has read, viewed or listened to the assigned material. They will be administered in writing at the beginning of the Tuesday lecture session. Students must come prepared with paper and pen or face possible forfeiture of the quiz. Alternate accommodations are available for students with documented conditions requiring additional time. The quizzes are time-limited so arriving on time on the day of a quiz is of paramount importance.

Course Outline Fall Semester
Week 1
Tue 2011.08.23: Introduction of Course and Professors
Thu 2011.08.25: Introduction of Students and discussion of Global Learning Common Reading
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<th>Week 2</th>
<th>Tue 2011.08.30: City as Text</th>
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<tr>
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<td>Thu 2011.09.01: City as Text Presentations</td>
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<td>Week 3</td>
<td>Tue 2011.09.06: City as Text Presentations</td>
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<td>INTRODUCTION: Role Assignments</td>
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<td>Thu 2011.09.08: Historical Context (Davies)</td>
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<td>INTRODUCTION: Bauman Project &amp; Davies Project</td>
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<td>Week 4</td>
<td>Tue 2011.09.13: Classical Greek Art (Bailly)</td>
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<td>INTRODUCTION: Bailly Project</td>
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<td>Thu 2011.09.15: Dr. Pyron lecture</td>
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<td>Week 5</td>
<td>Tue 2011.09.20: Lecture (Bauman)</td>
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<td>Thu 2011.09.22: Jeopardy</td>
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<td>QUIZ: Lectures Quiz</td>
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<td>Week 6</td>
<td>Tue 2011.09.27: Reacting to the Past Athens: Session 1</td>
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<td>QUIZ: Athens Gamebook &amp; Lords of the Sea</td>
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<td>Thu 2011.09.29: Athens: Session 2</td>
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<td>Week 7</td>
<td>Tue 2011.10.04: Athens: Session 3</td>
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<td>Thu 2011.10.06: Athens: Session 4</td>
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<td>Week 8</td>
<td>Tue 2011.10.11: Athens: Session 5</td>
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<td>DUE: Davies Project</td>
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<td>Thu 2011.10.13: Athens: Session 6</td>
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<td>Week 9</td>
<td>Tue 2011.10.18: Athens: Session 7</td>
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<td>Thu 2011.10.20: Athens: Session 8</td>
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<td>Week 10</td>
<td>Tue 2011.10.25: Democracy Films</td>
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<td>Thu 2011.10.27: Democracy Films</td>
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<td>Week 11</td>
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Tue 2011.11.01: Historical Background (Davies)
Thu 2011.11.03: Historical Background (Davies)

**Week 12**
Tue 2011.11.08: Bauman Lecture
Thu 2011.11.10: No class, Veterans Day Holiday

**Week 13**
Tue 2011.11.15: Bauman Lecture
Thu 2011.11.17: Professor Ruben Garrote lecture

**Week 14**
Tue 2011.11.22: France Role Distribution
Thu 2011.11.24: No Class: Thanksgiving

**Week 15**
Tue 2011.11.29: Art and the French Revolution
DUE: Bauman Project
Thu 2011.12.01: Art and the French Revolution

**Week 16**
Tue 2011.12.07: French Revolution Jeopardy
QUIZ: Lectures Quiz

**Course Outline Spring Semester**
**Week 1**
Tue 2012.01.10: Character Introduction by students
Thu 2012.01.12: Character Introduction by students
INTRODUCTION: Film Project

**Week 2**
Tue 2012.01.17: Reacting to the Past | National Assembly (Civil Constitution Clergy)
QUIZ: France Gamebook
Thu 2012.01.19: Reacting to the Past | National Assembly (Civil Constitution Clergy)
QUIZ: Rousseau

**Week 3**
Tue 2012.01.24: Reacting to the Past | National Assembly
DUE: [French Character Research Paper (Davies)]
Thu 2012.01.26: Reacting to the Past | National Assembly

**Week 4**
Tue 2012.01.31: Reacting to the Past | National Assembly
Thu 2012.02.01: Reacting to the Past | National Assembly

**Week 5**
Tue 2012.02.07: Reacting to the Past | National Assembly
QUIZ: Gods will have Blood
Thu 2012.02.09: Reacting to the Past | National Assembly

**Week 6**
Tue 2012.02.14: Reacting to the Past | National Assembly
Thu 2012.02.16: Reacting to the Past | National Assembly

**Week 7**
Tue 2012.02.21: Reacting to the Past | National Assembly
Thu 2012.02.23: Reacting to the Past | National Assembly

**Week 8**
Tue 2012.02.28: Reacting to the Past | National Assembly
Thu 2012.03.01: Reacting to the Past | National Assembly

**Week 9**
Tue 2012.03.06: Reacting to the Past | National Assembly
Thu 2012.03.08: Reacting to the Past | National Assembly

**Week 10**
Tue 2012.03.13: No Class: Spring Break
Thu 2012.03.15: No Class: Spring Break

**Week 11**
Tue 2012.03.20: Reacting to the Past | National Assembly
Wed 2012.03.21: X-CREDIT (2 pts): A&V Reception at Frost Art Museum, 6 - 9 pm.
Thu 2012.03.22: Reacting to the Past | National Assembly

**Week 12**
Tue 2012.03.27: Reacting to the Past | National Assembly
Thu 2012.03.29: Reacting to the Past | National Assembly

**Week 13**
Tue 2012.04.03: Reacting to the Past | National Assembly
Thu 2012.04.05: Reacting to the Past | National Assembly

**Week 14**
Tue 2012.04.10: Student Film Festival
Thu 2012.04.12: Student Film Festival

**Week 15**
Tue 2012.04.17: Game Review
Thu 2012.04.19: Outcomes & French food potluck
Final Week
Tue 2012.04.24 (from 12 - 2 PM) : Exam Week
Wed 2012.05.02: Deadline (by 23:59) for faculty to submit grades.