

INHABITING OTHER LIVES: KNOWING AND UNDERSTANDING

The Honors College, Florida International University

IDH 2003 – Fall 2014

Tuesdays & Thursdays: 12:30 pm – 1:45 pm

Location : Charles Perry (PC) 428

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Overview

At an early point in human history, we started asking questions about ourselves, our fellows, and the world around us. As we found answers, we developed ways to convey this knowledge and to give it meaning. In this course, we will ask the big questions as well as the smaller ones. One important goal is to connect the big questions to the practical issues that are a part of our daily lives. Bridging from the epistemological theme of the first year toward explorations of self and other, it asks questions such as: How does knowledge shape us as individuals, and the world around us? Who are we? How do we define others? What can happen when knowledge becomes power? Does knowledge come with responsibility? What is the relationship of the individual to his community? To explore these questions, we will turn to a wide variety of sources, engage them critically through lectures and class discussions, and apply them creatively in the two main semester assignments. In the fall semester, this will take the form of a historically based role-playing game, *reacting to the past*. In the spring semester, it will entail a different approach related to the concept of city as text.

Required Reading

You will be responsible for reading the following during the fall semester:

R. Burns and J. Sanders, *New York: An Illustrated History*, "The Power and the People, 1898–1919" [PDF]A. Churchill, *The Improper Bohemians* [PDF]M.J. Treacy, *Greenwich Village, 1913: Suffrage, Labor and the New Woman* (2008). [PDF.]

Global Learning Common Reading: K.A. Appiah, "The Case for Contamination" (http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?_r=2&pagewanted=print)

All of the required readings address the global learning outcomes of the course (see below).

Grading Scale

This scale displays the minimum number of points that you need to earn for each letter grade.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

Attendance/Classroom Etiquette

Class attendance is an important component of your grade. You will be allowed **one** unexcused absence or **one** unexcused instance of tardiness, no questions asked, with no penalty. Note well: this is one absence OR one lateness, not one of each (the logical OR function, not the logical AND function). Any additional absence will incur a 12-point penalty per occurrence. Addition all lateness occurrences are penalized as follows; 0-5 minutes = no penalty, 5-20 minutes = 6 points, >20 minutes = 12 points. If you notify your professor BEFORE

class, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor before class, there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester. You are responsible to sign in on the attendance sheet each class and return to professor.

Please note that although the one unexcused absence will not affect your class participation grade, there will be **no makeups** for missed quizzes. You have to be in class or you will receive a zero for the quiz.

The use of laptops, cellular phones, or any other device for voice or text communication is prohibited for the duration of the class. **YOU MUST TURN OFF AND PUT AWAY ALL ELECTRONIC DEVICES AT THE BEGINNING OF CLASS.**

Course Requirements

Please take the time to read through the description of each course requirement. If you have any questions, talk to us early in the semester.

Participation/Reacting to the Past (40%): The course will be conducted as a seminar. Students are expected to come to class prepared and participate fully in the discussions.

A large portion of the semester (and therefore of your final grade) will consist of an extended role-playing game in which you will play the role of historical (or historically based) characters in a historical setting—namely, Greenwich Village, New York City, circa 1913.

Most history courses teach what happened. Historians deduce the factors—economic, sociological, political, and technological—that caused some consequence and the outcome is sometimes viewed from the perfection of hindsight as an inevitable process. Often missing from this approach is the importance of individual actions and decisions. This course presumes that individuals play a significant role in history; it asserts that broader economic and social forces place constraints on what individuals may do, but that those forces do not determine human events. People do.

“Reacting” seeks to replicate the historical context of a particular past, with all its causal forces: economic, sociological, political, and otherwise. But it also provides students with the opportunity to explore counterfactual issues of individual agency. Throughout the game, 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. As part of this Honors course, moreover, the Greenwich game will serve to illustrate some salient points about the larger cultural conversation in which we will be engaging.

This is not a course for the faint-hearted. Application, vigor, intellectual curiosity, theatrics, drama, creativity and flexibility are all vital attributes for those concerned. You *will* need to play, and play well.

Short-Answer Quizzes (40%): In order to demonstrate your understanding of the material, you will be given quizzes after each group of chapters/articles.

Final Paper (20%): You will prepare a 5-6 page research paper related to the topics presented in the course. The paper could be related to early twentieth century history, politics, or culture; urban life, labor history, or women’s rights; or it could examine how the subjects we have dealt with in this course relate to contemporary society. You will be asked to turn in a proposal (including title and bibliography) for approval before you can work on the paper. **Please realize that a basic Google search will not be considered sufficient research for this paper. This is not a Wikipedia treatise, but a scholarly reflection and research paper.**

All written work must consistently adhere either to the Chicago Manual of Style, the MLA style, or APA style. You are advised to proofread carefully *all* papers before submitting them. Students with deficient

writing skills should consult the university's free tutoring services: *On-Campus Learning Center*: PC247; *Online Learning Center*: w3.fiu.edu. All students must adhere to the Academic Integrity Policy of The Honors College and Florida International University.

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.

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio 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 five key 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. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. 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 www.honors.fiu.edu/portfolios.

Honors 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. Attendance will be taken at events where appropriate and practical. 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).
2. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
3. Perform at least twenty hours of community service per academic year (summer excluded) 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. Please contact an Honors College Academic Advisor if you have any questions.
4. For more information on Honors citizenship requirements, see the Honors College Student Handbook.

Academic Honesty and Plagiarism FIU Academic Misconduct Statement Procedures

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, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. 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 <http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm>.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member's decision, when the decision is to pursue informal resolution or file formal resolution

charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor's recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

Penalties

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student's status in The Honors College and does not affect the student's right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

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. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to make an initial determination about the extent and severity of an instance of academic misconduct; the instructor may opt to make a referral for further adjudication in appropriate cases.

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 twenty hours of Community Service per academic year 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.

Global Learning Objectives

This course has been certified as meeting the university's Global Learning requirement. This semester's major component, *Reacting to the Past*, satisfies all three of the Honors College Global Learning Objectives.

Global Awareness: Through "reacting" and writing the research paper, you 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: Through the reacting paper and the research paper, you will be able to analyze and reflect on the multiple causal forces that shape the varied and contradictory perspectives of historical characters.

Global Engagement: Especially through your engagement in the "reacting" game, you will demonstrate a willingness to engage in evidence-based negotiation in order to solve a global issue.

CLASS SCHEDULE**(TENTATIVE-discussions and topics may shift dependent on class interaction)****Date Day Topic**

8/26 (Tue) Class Overview: Introduction to REACTING TO THE PAST
Begin reading: Game Book, pp. 1-29

8/28 (Th) **Men Who Built America**

<http://www.history.com/shows/men-who-built-america/about> John D. Rockefeller, Cornelius Vanderbilt, Andrew Carnegie, Henry Ford and J.P. Morgan rose from obscurity and in the process built modern America. Their names hang on street signs, are etched into buildings and are a part of the fabric of history. These men created the American Dream and were the engine of capitalism as they transformed everything they touched in building the oil, rail, steel, shipping, automobile and finance industries. Their paths crossed repeatedly as they elected presidents, set economic policies and influenced major events of the 50 most formative years this country has ever known. From the Civil War to the Great Depression and World War I, they led the way. Using state of the art computer generated imagery that incorporates 12 million historical negatives, many made available for the first time by the Library of Congress, this series will bring back to life the world they knew and the one they created. The event series will show how these men took a failed experiment in democracy and created the greatest superpower the world has ever seen. We see how their historic achievements came to create the America of today

9/2 (Tue) **Men Who Built America**

9/4 (Th) **Men Who Built America**

Quiz 1: Game Book, pp. 1-29

Begin reading: Game Book, pp. 71-84; *The Fin de Siècle* reader, "The Metropolis" (pages 53-73)

9/9 (Tue) **Men Who Built America**

9/11(Th) **Men Who Built America**

9/16 (Tue) **Men Who Built America**

9/18 (Th) **The Meaning of Modernity.** Film and discussion: *The Shock of the New*, episode 1 ("The Mechanical Paradise" 58 minutes).

<http://www.youtube.com/watch?v=ByllGYQxUMY>

Honors Convocation

9/23 (Tue) **Modernity and the Artistic Reaction to WWI.** Film and discussion: *The Shock of the New*, episode 2 ("The Powers That Be" 58 minutes).

<http://www.youtube.com/watch?v=5eKSp6j8UNw>

Quiz 2 Game Book, pp. 71-84; *The Fin de Siècle* reader, "The Metropolis" (pages 53-73)

Begin reading: Game Book, pp. 180-260

9/25 (Th) **REACTING ROLE ASSIGNMENT**

Quiz 3 Game Book, pp. 180-260

Lecture: "The format, structure, and content of a research paper" (Cornely/De Francesco)

Begin reading: *New York: An Illustrated History*("The Power and the People")9/30 (Tue) Film: *Triangle Fire* (52 minutes)<http://video.pbs.org/video/1817898383/>**Begin reading:** Game Book, pp. 55-70; *The Fin de Siècle* reader, "The New Woman" (75-96)

10/2 (Th) Discussion: Modern Labor, the Triangle Fire, and Global Learning.

Read ahead of time: K.A. Appiah, "The Case for Contamination" (<http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?r=2&pagewanted=print>)10/7 (Tue) Film: Charlie Chaplin, *Modern Times* (87 minutes)**Begin reading:** Game Book, pp. 146-180, 88-8910/9 (Th) Film and discussion: finish *Modern Times*.

10/14(Tue) Women in the World- then and now

10/16 (Th) We are all Immigrants- What is your story?

Quiz 4 *The Power and the People*; Game Book, pp. 55-70, 88-89, 146-180;**Begin reading:** Game Book, pp. 42-54;10/21 (Tue) Begin film: *Iron Jawed Angels*10/23 (Th) Finish film: *Iron Jawed Angels***Quiz 5** Game Book, pp. 42-54**Begin reading:** Game Book, pp. 90-144, 86-87**REACTING TO THE PAST GAME BEGINS**

10/28 T The Suffrage Cause

10/30 Th The Suffrage Cause

Quiz 6 Game Book, pp. 90-144, 86-87

11/4 T Labor Has its Day

11/6 Th Labor Has its Day

11/11 T The First Feminist Mass Meeting

11/13 Th The First Feminist Mass Meeting

11/8 T Heterodoxy Club Meeting (Movable)

11/20 Th An Evening with Mabel Dodge

11/25 T *The Masses* and the Vote

11/27	Th	THANKSGIVING HOLIDAY (NO CLASS)
12/2	T	1917—Facing the War to End All Wars Fall Awards Assembly
12/4	Th	Reacting to the Past Wrap-up
12/9	T	EXAM WEEK