

Honors Seminar V & VI: Aesthetics, Values, and Authority — SYLLABUS

The Honors College, Florida International University

C0-listed as IDH 3034-3035 or IDH 4007-4008 ☀ Fall 2014-Spring 2015

Instructor: Elbaum

Date and Time: Wednesdays, 8-10:50 ☀ Room: GC 272

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Office Hours: TBA and by mutually convenient appointments throughout the business week.

Overview

The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Course Objectives:

At the successful completion of this course, students will demonstrate the ability to:

1. Describe and explain the major concepts embodied in the assigned readings and activities
2. Articulate an understanding of the relationships between course content and aesthetics, values, and authority
3. Prepare writings that reflect a high level of critical thinking applied to the course content

In addition, students in this class will be expected to meet the following “Global Objectives” in common with the other sections of this Honors course. These include:

4. (Global Awareness) Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems, and will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
5. (Global Perspectives) Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems, and will be able to analyze the multiple global forces that shape their understanding of

aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

6. (Global Engagement) Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving; and will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

About this section of the course: Aesthetics, Values, and Authority: Walking

Walking will be the unifying theme for a two-semester examination of aesthetics, values, and authority.

Readings and/or activities will be assigned almost every week, and students will write a short paper related to the assignment.

During class sessions, the instructor, selected students, and/or a guest will lead a discussion of the topic, and introduce the next week's assignment.

Readings will be available in the library or online. Some classes may take the form of walking tours, films, and/or other activities.

In addition to the weekly readings, short papers, and class participation, each student will prepare a term project each semester. The projects can be in the form of a traditional research paper, service project, or a non-traditional format if proposed by the student and approved by the instructor. Students can employ the Department of Physical Therapy's **Human Performance Laboratories** for their projects if the use is appropriate and the laboratory is available.

Course Outline:

Aesthetics:

- Beautiful people to watch
- Beautiful places to see
- The beautiful science of walking
 - Anatomy, physiology and biomechanics of human walking
 - Control theory
 - How children and robots learn to walk
 - How adults learn to walk after injury or disease
 - Applications of recent scientific developments in physical rehabilitation, including:
 - Motion capture
 - Neural plasticity
 - Brain-controlled prostheses
 - Robotics

Values:

- To the individual: the psychology of physical ability and disability

To society: the sociology and economy of physical ability and disability
 Authority
 Historically important marches: in support or opposition to authority
 A Higher authority: great spiritual walks

Required Readings:

See “About this section” above; no textbooks need be purchased.

Grading:

Specific guidelines for each assignment will be discussed and distributed at least one week before the assignment is due. The weighting of the grade will be as follows:

Fall Term

Item	Weight
Weekly writing assignments	40%
Discussion leadership assignment	10%
Term Project 1	30%
Class participation and Honors College citizenship*	20%

Spring Term

Item	Weight
Weekly writing assignments	30%
Term Project 2	50%
Class participation and Honors College citizenship*	20%

*Regular attendance in class, participation in class discussions, and participation in college-wide Honors College events is expected. 5% will be deducted from the final grade for each un-excused absence. Proof of attendance at Honors Convocation, the fall and spring Excellence Lectures, ARCH, and at least 3 other events will be required.

Grading of the written assignments and term projects will be based on
 Timeliness
 Clarity
 Adherence to the guidelines for each assignment
 Evidence of critical thinking and best efforts

Grading Scale:

+ 93: A	92-90: A-	79-77: C+	76-73: C	72-70: C-
89-87: B+	86-83: B	82-80: B-	69-67: D	66>: F

Tentative Schedule for Academic Year 2014-15

Date	Topic
8/27	Introductions Review of syllabus assignments A sampler of course content
9/3	Anatomy, physiology, and biomechanics of walking
9/10	Anatomy, physiology, and biomechanics of walking
9/17	Computer-assisted gait and movement analysis Honors Convocation on September 18
9/24	Computer-assisted gait and movement analysis
10/1	Control theory, robotic walking, neuroprosthetics
10/8	Control theory, robotic walking, neuroprosthetics
10/15	Walking inspires thinking and writing Bryson (A Walk in the Woods) Thoreau (The Art of Walking)
10/22	No Class-topics combined on 10-23
10/29	Aesthetics of walking: Beautiful people to watch, and beautiful things to see Depictions of walking in the fine arts
11/5	Pilgrimages Walking the Bible Santiago de Compostela
11/12	Pilgrimages, continued The Hajj Home for the Holidays
11/29	Preparing your project for presentation and publication
11/26	Presentation of term projects Fall Honors Award Assembly on December 2
12/4	Individual help with term projects
12/11	<i>Term Project 1 due by 5 PM</i>
1/7	Welcome Back-Planning Session Introduction to Term Project 2 Walks for Charity
1/14	Historically important walks: Martin Luther King's March on Washington, 1963
1/21	Historically important walks: Ghandi's Salt march, 1930; The Long March, 1934-35
1/28	Historically important walks: Sherman's March to the Sea, 1864
2/4	Social and psychological aspects of physical ability and disability
2/11	Social and psychological aspects of physical ability and disability (continued)
2/18	Social and psychological aspects of physical ability and disability (continued)
2/25	Student-designed class session
3/4	Student-designed class session
3/11	Spring Break
3/19	Walking the bible-revisited
3/25	Student-designed class session
4/1	No regular class session-assistance with project by appointment
4/8	Presentation of Term Project 2
4/15	Presentation of Term Project 2
4/24	Written Term Project 2-final due

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's work without any indication of the source, and the representation 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

Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

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:

Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).

Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.

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.

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.