“For all beings who have suffered needlessly because of human folly and injustice. May we remember their pain and change our ways.”

Roger S. Gottlieb

IDH 3034 (Honors V, #80496), IDH 4007 (Honors VII, #80500) Section B51 Fall 2014
Fall GH Library #255 and Honors Conference Room

TREASURES OF SOUTH FLORIDA AND BEYOND: Aesthetics, Values and Authority, Blackboard Learn Bb, Web Assisted

Instructor: Prof. Mary Lou Pfeiffer, LL.M., MA
Phone: 305-348-4100
Office: DM 239A, Honors College (MAMC) or ACI 214 (BBC)
Fax: 305-348-2118
Office Hours: By appointment at MAMC or BBC
E-mail: Please use Blackboard course messages

Required Texts:
ISBN 978-0-944583-10-4, Item #520m (booklet handout in class courtesy of Honors College)


3) Les Standiford The Last Train to Paradise, Three Rivers Press 2002, 1-4000-4947-4 (Fall and Spring)


7) Lynne Barrett, Magpies Carnegie Mellon ISBN 10-088747543X or 978-0088748435 (Fall)


11) Lynne Barrett, *Morning Glories*, November 2014 (Spring)

Other required reading and viewing: Posted in electronic and PDF files, DVD’s, articles and links to websites in the course content or in module folders like the Convention on Biological Diversity <http://www.cbd.int/>

COURSE DESCRIPTION
This two-semester course (upper division Honors: Aesthetics, Values and Authority, Honors) is thematically based on “The Treasures of South Florida” using historical accounts, literary works about and by local authors, *Place as Text* mapping the treasures in South Florida and the BBC campus. Consideration is given the Earth as “sacred” space, presented to create a sense of place, not only on the Earth and with concern for the limited resources, and the biodiversity in humanity that links us in nature and spirit. The course examines critical thinking in concepts and terms that allow students to develop reading and writing skills, and the ability to speak to local and global issues that affect their lives and the lives of others.

COURSE OVERVIEW: The epistemological examination of “sacred” space and non-renewable resources coupled with the dynamics that shape us through mapping South Florida is considered during two semesters. In the spring semester, an in depth study of the Everglades and a continuation of a strategic game of South Florida explores and defines who we are, locally and globally, as Americans and South Floridians, though literary works, art, music and personal experiences. Students are expected to synthesize the materials from class presentations and projects, discussions and literature; thus, they should be equipped to propose solutions for existing local and global dilemmas that arise from cultural differences, a rise in sea level, fresh water limitations, preserving the Everglades and developing a sense of South Florida from the literary works and course materials. A glossary of terms is included for each semester. Students will work individually and on teams to complete projects throughout the semesters.

GRADING (Fall)

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<th>Component</th>
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<tr>
<td>Quizzes</td>
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<td>PPT/ media project (Campus as Text)</td>
<td>20%</td>
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<tr>
<td>Essays</td>
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<td>The Wolf project and essay</td>
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<td>Discussions, attendance</td>
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GRADING (Spring)
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<td>Quizzes</td>
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<td>Strategic game video design</td>
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<td>Essays</td>
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<td>Final Essay/project</td>
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<td>Discussions, attendance</td>
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LETTER GRADE RANGE
A      Above 93
A-     90-92
B+     87 - 89
B      84 - 86
B-     81- 83
C+     77- 80
C      74- 76
C-     71- 73
D+     67- 70
D      64- 66
D-     61- 63
F      < 61.

COURSE INFORMATION
All assignments: essays, papers, quizzes, exams, discussion topics and groups for projects are posted online. Assessments and assignments are administered through the web-assisted course in Blackboard (Bb). Each student needs to verify her/his computer browser is compatible with Blackboard. Web tutorials are available to those unfamiliar with web-assisted courses. Essays/papers should have a title page and include your name, word count if required and date of submission or completion. All work except quizzes should be double-line spaced with footnotes/end notes, references (bibliography); see requirements posted online: Academic Papers/Essay Recommendations. Essay information is provided in the weekly schedule and the course content. Quizzes, offered online, are taken from the required readings, lectures and additional materials provided in the course.

All due dates and times are posted in a 24-hour clock, and listed on the weekly calendar in modular settings.

I cannot stress the importance of the messages system as a communication tool. Please inform me if you need to miss class for an acceptable reason, and READ Blackboard tutorials and information, particularly if you have not used Bb Learn in the past. All assignments, project submissions, group dynamics and assessments are conducted through Bb Learn, a learning management system (LMS). The necessary information to contact me, listing of important information,
texts, and the syllabus are posted on the Information page.

Through the Bb Learn message system, I post information regarding any changes and additions to the syllabus. This is also posted as an announcement; e.g. if there is a closure of the university for a tropical weather situation, I will post a message and an announcement. [Regarding the syllabus, I reserve the right to make changes as I see the need to do so throughout the semester.] "Campus as Text" from Place as Text [an Honors active experiential learning pedagogy] will be used for the group projects.

Log into <ecampus.fiu.edu> and click on Blackboard Learn; follow instructions- you must use your FIU email address and log on password to enter...this course will display. Click on the course, and you will see the format for the course. On the left hand side are the areas you should access for information, ie. Information, Course Content, Messages, inter alia continue to scroll down to view assignments and assessments tool and "my grades...click on my grades for your assigned essays, quizzes and projects that have been graded. A grading rubric for essays is available so you understand the scoring marks. Notes (ie from a colloquium), PPT's, PDF's and other course information is listed in the Course Content folders.

It is important that you READ the information provided along with the assigned text readings and ATTEND class (two unexcused absences are allowed); excessive absenteeism will result in a grade deduction. The classroom time is 14:00 (2 PM) until 16:45 (4:45 PM). This is an Honors class that requires as much work as your other classes...in fact, it might require more creativity and effort, so be prepared! I take attendance, and that notation is part of your grade. Unless something is listed as optional, it is required.

Honors Policies

Policy on religious holidays, accommodations for disabilities, and academic misconduct.

http://honors.fiu.edu/academics/policies/academic-standing/

http://honors.fiu.edu/academics/policies/misconduct/

http://honors.fiu.edu/academics/improvement/

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

NEW CITIZENSHIP POINT SYSTEM New Citizenship Requirements: Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each
academic year (Fall and Spring) by attending Honors College activities (listed below). Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. The point value of an event will be noted on emails and flyers when it is promoted. For a general breakdown, see the value table below.

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<tr>
<th>Activity</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Colloquium</td>
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<tr>
<td>Club Meeting</td>
<td>1 (max of 3)</td>
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<tr>
<td>Honors Hour</td>
<td>2</td>
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<tr>
<td>HEARTS Event (all types)</td>
<td>1</td>
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<tr>
<td>Honors College Event – Honors Place</td>
<td>1</td>
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<tr>
<td>Honors College Night – Athletics</td>
<td>1</td>
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<tr>
<td>Other (Specific HC Sponsored Event)</td>
<td>1</td>
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<tr>
<td>Library Study Room (GL 310A) Visits</td>
<td>10 visits = 1</td>
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** There will be a few online events to choose from as well. Because of the added flexibility of the new system, all students must fulfill the annual requirement—no exceptions. Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door. Students will track their points at [http://myhonors.fiu.edu](http://myhonors.fiu.edu). We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the Dean’s Citizenship List.

**List Volunteer Hours:**
As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. Honors Hours Honors Hours provide seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to [http://honors.fiu.edu/events/honorshours/](http://honors.fiu.edu/events/honorshours/). Colloquia Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3 point value. For a full list of Colloquia for the current semester, go to [http://honors.fiu.edu/events/](http://honors.fiu.edu/events/) Community Service 20-hours of Community Service per Academic Year (Fall/Spring). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

GLOBAL LEARNING INITIATIVES: Students will be able to demonstrate knowledge relating local, national, global (international) and intercultural issues, trends and systems.

Global Awareness (GA): students will demonstrate knowledge of interrelated global dynamics (social, cultural, political, religious, and economic values, *inter alia*) that have influenced current and historic practices of the diverse cultural settings like those in South Florida through assessments like quizzes and a midterm exam; classroom discussions, 8/10 responses; and essays or creative projects on topics *apropos* to South Florida and the global community. Evaluation and minimum criteria for success includes number of correct responses on quizzes and a midterm (85/100); a grading rubric, 8/10
responses for discussions in class; a score of at least 85/100 for essays and creative projects in content and syntax.

**Global Perspective (GP):** Students will be able to conduct a multi-perspective analysis of local, national, international and intercultural problems related the course, and analyze multiple forces (economical, political, technological, sociological, religious, philosophical, and psychological *inter alia*) that shape their and others understanding of a deeper and broader sense of the Earth and its inhabitants, particularly those in South Florida from diverse cultures and the influences of immigrants to this area from other US regions, the Caribbean, North/South America, Africa, Asia and Europe through assessments like quizzes, a midterm exam, classroom discussions, (8/10 responses for discussions) and essays or creative projects from the topics *apropos* to South Florida and global communities. Evaluation and minimum criteria for success includes number of correct responses on quizzes and a midterm (85/100); a grading rubric, 8/10 responses for discussions in class; a score of at least 85/100 for essays and creative projects in content and syntax.

**Global Engagement (GE):** Students will be able to demonstrate willingness to engage on a local, national, global: international/intercultural problem solving. Learning Outcomes- students will be able to develop solutions to local, national, global (international/intercultural) problems and be able to articulate the causes and contributions to these problems. The course allows students to discuss solutions among themselves in a classroom dynamic regarding the South Florida community and the influences of global perspectives to solve issues regarding population, water, land use and food production through assessments like quizzes, projects, classroom discussions and essays or written assignments on topics for the course that are *apropos* to global perspectives and to those of South Florida. Evaluation and minimum criteria for success includes number of correct responses on quizzes and a midterm (85/100); a grading rubric, 8/10 responses for discussions in class; a score of at least 85/100 for essays and creative projects in content and syntax.

**GLOBAL LEARNING OBJECTIVES:**

1. Define and identify glossary terms used in the course that explain critical thinking. (GA, GP, GE)
2. Identify why the Earth should be considered “sacred space.” (GA, GP, GE)
3. Examine and summarize the religious v secular thinking of the diverse population of South Florida (GA, GP, GE)
4. Describe the Convention on Biological Diversity and its importance as a global document. (GA, GP, GE)
5. Recognize through biodiversity the importance of natural resources and limited resources on Earth with particular attention to water in South Florida and The Everglades. (GA, GP, GE)
6. Articulate the unique South Florida community and understand how it differs from other regions of the US. (GA, GP, GE)
7. Articulate and define South Florida’s impact globally. (GA, GP, GE)
8. Distinguish and define how to conduct research at The Wolfsonian, and complete a research essay/project that addresses the trends and systems of South Florida’s diverse cultures through global perspectives. (GA, GP, GE)

9. Recognize patterns of evolutionary change from historical perspectives and practices that have and may shape the future of South Florida through an examination of the treasures that are defined throughout the two-semester course. (GA, GP, GE)

10. Articulate the traditions of aesthetics and cultural values of the past and articulate how these can be of use in the 21st Century for the local and global community. (GA, GE, GP)

11. Demonstrate knowledge of the cross-cultural dynamics that shape South Florida through the study of local persons, places and events from the literature and lectures. (GA, GP, GE)

12. Articulate solutions to current issues presented in the course, particularly those that involve The Everglades and water in South Florida. Students will gain an appreciation for multiple viewpoints on these issues that can be applied globally. (GA, GP, GE)

13. Recognize and write an essay that includes an item from The Wolfsonian Museum visit regarding South Florida that offers global appeal. (GA, GP, GE)

Fulfill research requirements (PPT, media and a paper presentation) involving active contact with global concerns about water. This requirement relates to the pre-problem solving at the beginning of the course, and the post solutions upon completion of the course. This, then, becomes a determinant for global learning. Many of the assignments will fulfill the global learning activities (listed as GA, GP, and GE).

Honors Citizenship Requirements (see Honors Policies above):

Student Portfolios: The Honors College will be using a portfolio method to assess students’ 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. 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 should include at least one assignment that could potentially fit portfolio requirements.

Fall 2014
MODULE 1
Critical Thinking and Course Introduction
Week 1 Aug 25
Reading assignment: “Critical Thinking” booklet and Convention on Biological Diversity http://www.cbd.int/

Lecture:
• Introduction to “The Treasures of South Florida and Beyond,” course requirements and expectations
• Critical Thinking PPT and glossary; biodiversity, PPT “Dignity of Difference” (GA, GP, GE)
• Pre-problem solving (Global Learning Initiatives), required

Week 2 Sept 1 Labor Day Holiday No class
Reading assignment:
• Electronic posting (online) from This Sacred Earth by Roger Gottlieb “The Moment of Seeing,” electronic post from Place as Text for use in “Campus as Text,” PDF (GA, GP, GE)

MODULE 2
South Florida Treasures: BBC Campus as Text, Literary Works
Week 3 Sept 8
Reading assignment
• Complete readings from weeks 1/2

Lecture
• Place as Text: “Campus as Text,” mapping; meet in groups assigned from Blackboard, CAT topics for BBC (GA, GP)
Question #1 Online, covers Critical Thinking glossary (matching, multiple choice) opens Sept 11:00 at 08:00, closes Sept 14 at 12:00 (GA, GP, GE)

Essay assignment #1, Why is an appreciation for diversity important? Due Sept 14 at 12:00, minimum 400 words (GA, GP, GE)

Week 4 Sept 15
Meet in Honors Conference Room ACI 216 and Prof. Pfeiffer’s office, ACI 211
• Discussion groups for CAT, work on CAT projects to present in class on Oct 6 or 12 (alternate dates for guest speaker)

Week 5 Sept 22
Reading assignment
• Burnett’s Vol 2 Florida’s Past… Ch 2, 3, 8, 10, 55, 61
• Burnett’s Vol 3 Florida’s Past… Ch 3, 6, 7, 25, 28, 59, 60

Lecture
• CAT Group Meetings, (GA, GP, GE)
• Quiz #2 Covers biodiversity, Online opens Sept 25 at 08:00, closes Sept 28 at 12:00 (GA, GP)

Week 6 Sept 29
Lecture, Burnett’s *Florida’s Past, Vol 2/3*
Essay assignment #2 CAT project evaluation and information, 300 words
Reading Assignment, Lynne Barrett, *Magpies*
  • Read Biography for Lynne Barrett

**Week 7 Oct 6 Guest lecture or CAT Projects (alternate lecture date Oct 12)**
  • Guest Speaker: Lynne Barrett author, professor in Creative Writing at FIU
  • Discussion of *Magpies*

**Week 8 Oct 12 CAT Projects or alternate date for guest speaker**
  • CAT Project presentations: 20 minutes per presentation
  • Quiz #3 Online, covers Lynne Barrett’s *Magpies*, opens Oct 9 at 08:00, closes

Essay #3 Critical Review of Barrett’s *Magpies*, 400 words, due Oct 19 at 12:00

**MODULE 3 South Florida Treasures: The Wolfsonian**

**Week 9 Oct 20**
  • The class will meet at The Wolfsonian, 1001 Washington Ave., Miami Beach for a tour and examination of items for essays and final course project (GA, GP, GE) [14:15-15:00- that is 2:15-3:00 PM]

**Week 10 Oct 27** (Daylight Savings ends this week)
Reading assignment
  • Read Haiku in formation, Haiku folder, Course Content)

**Week 11 Nov 3**
Reading assignment
  • Les Standiford, *The Last Train to Paradise*
Lecture
  • *The Last Train to Paradise*, the Florida Keys and hurricanes

Quiz #4 on Research at The Wolfsonian (see Wolfsonian folder) opens Nov 6 at 08:00 closes, Nov 9 at 12:00; 10 minutes, 1 attempt) (GA, GP, GE)

Reading assignment: complete electronic reading on Veteran’s
  • Veteran’s Day Holiday, no class;
  • Essay #4 assignment, critical book review, Standiford’s *The Last Train to Paradise*

**MODULE 4 South Florida Treasures: Miami and South Florida**

**Week 13 Nov 17**
  • Items list from The Wolfsonian: Art Deco in Miami; noted Deco style of the entrance façade at The Wolfsonian, window grille from the Norris Theater (1929); The Biltmore Hotel, the Freedom Tower; “Woman’s Suffrage by E.R. Cary (1905); Magic Chef stove/oven *inter alia*
  • Discussion and reading haiku poems in class from Burnett’s history *Florida’s Past*
• Haiku assignment #5 submit online, 10 haiku poems from 10 of the Burnett’s assigned chapters personal selection); due Nov 23 at 12:00 written in the American Haiku style

Week 14 Nov 24 (Thanksgiving holiday Nov 17-30)
• PPT or creative media presentations in class: Power Point, video, creative endeavor like a short story, musical composition, short play, one-act comedy routine; these are presented in class for this week and next, Nov 24 and Dec 1 from The Wolfsonian item you selected

Week 15 Dec 1
Lecture
• Summarizing the semester
• PPT or creative media presentations in class (see Week 14 description)

Week 16 Dec 8 Finals
• Final Essay critique of your Wolfsonian item project submission online, due Dec 10 at 12:00, 750 words (include an image)