Inhibiting Other Lives: Knowing & Understanding
Honors College at Florida International University
IDH 2003 – 2004
Instructors: TJ Liguori and Umer Rahman
Tuesday & Thursday 11:00 AM – 12:15 PM
Final exam: TBD

Classrooms and Professor Contacts:
Lecture classes meet on Tuesdays & Thursdays in Fall (SIPA 100) and Spring (TBD)

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Overview

“History is the version of past events that people have decided to agree upon” (Napoleon Bonaparte). This seminar will challenge this impression by looking at history as an interdisciplinary study of the people who lived through it. The goal of this course is in its title: Inhibiting Other Lives. The primary emphasis is on South Asia as a region, which includes the modern states of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. The course will introduce students to the history and culture of the region with a special focus on the sub-continent (India, Pakistan and Bangladesh). Students will explore the region within the context of culture, religion, political influence and the arts. Subaltern theory will be the framework for this investigation, which suggests that ‘norms’ are instituted by those in power and levied on the “Other.” This is an important analytical framework that challenges the western (Eurocentric) narrative on colonialism and post-colonial memory. This is a year-long (two-semester Fall/Spring) course that will be broken down into two segments: Intro to South Asia (Fall) and Reacting to the Past: India on the Eve of Independence, 1945 (Spring).

Why study South Asia?

This is a critical time to reevaluate our engagement with South Asia in terms of international politics and cultural exchanges. Apart from exploring South Asia and its many nation-states, the South Asian diaspora within the United States has a significant presence.

Methods

This year, students in this section will participate in an experiment in which they collaborate as the architects of their own learning experience. Each student will be expected to join one of regional groups and propose a final project. The final project will highlight cultural and societal significance of the region and how it relates to the South Asian diaspora within South Florida. Professors Liguori and
Rahman will guide you through course material and content along with facilitate your collaborative and creative work as you take part in hands-on projects and explorations to strengthen your understanding of class lectures, readings, and discussions.

We will explore South Florida’s South Asian diasporic communities through an innovative approach called City as Text. The methodology is based on the concept of active and experiential learning. Students will use primary research, firsthand observation, and community-based arts/religious practices to investigate and create projects about specific aspects of the South Asian diaspora in South Florida. Students will also organize a food festival (Mela) as part of the final project. This festival will highlight how South Asians have adapted the traditions of their homelands through food.

**Reacting to the Past (Spring 2015)**

“Reacting” is an exciting new approach to education that gives the student the agency to change historical narratives through dialogue and role-playing. In this class, you will learn to construct arguments from historical texts and then support your positions through reason and sometimes-impassioned writing and speeches. As you take control of an unfolding historical drama and struggle for your characters to prevail, you will become deeply engaged, both intellectually and emotionally, with the subject matter. Professors Liguori and Rahman will act as the game-masters, determining your roles, preparing you to play, grading your work, and occasionally prodding the game as it develops.

The title of the game is “Defining a Nation: India on the Eve of Independence, 1945.” It is set near the end of World War II on the foothills of the Himalayan mountain range. In 1945, the British Empire controlled India and was trying to devise an exit strategy. They called a meeting in the resort town of Simla (Himachal Pradesh, India) that was attended by top Indian political leaders to map out the future of the subcontinent. Despite the congregation of the top political brass of India, the result was inconclusive. Two years later India was separated into two countries; a tragic unfolding that still reverberates with strong sentiments on all sides. Your job, as a group, is to see if you can improve on what actually happened in history. As individuals you must adhere to the values and obligations of your role as the game requires.
**Required Texts**

**Fall 2015**


**Spring 2016**


**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.

<table>
<thead>
<tr>
<th>Requirement (Fall 2014)</th>
<th>Grading</th>
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<tr>
<td>Initial essay (Intro to you)</td>
<td>5% of total grade. This will be graded pass/fail.</td>
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<td>Group reflection Papers will be due on a weekly basis and they are based on specific questions that will be raised in class discussions. Professors Liguori and Rahman will give you specific questions for the reflection papers. All group members must contribute to the paper.</td>
<td>25% of total grade. No late submissions will be accepted. All reflection papers must be turned in at the beginning of class. NO EXCEPTIONS</td>
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<tr>
<td>Participation in class discussions, group work, and self-directed learning activities (includes completing and preparing to discuss weekly reading assignments)</td>
<td>30% of total grade</td>
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<td>City as Text and Final Project</td>
<td>30% of total grade</td>
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<td>Self-evaluation and portfolio of all reflection papers at end of semester</td>
<td>10% of total grade</td>
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<tr>
<td>Requirement (Spring 2015)</td>
<td>Grading</td>
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<tr>
<td><strong>Three Quizzes:</strong> Quizzes will test your understanding of the background history that we will be studying during the first three weeks of the game; they will be objective in format, with multiple choice and or short answer questions.</td>
<td>10% each</td>
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<tr>
<td><strong>Three papers.</strong> Papers one and two will be due during the game itself. The first one represents your initial position at the Simla Conference, the second your reaction and reply to others’ positions. The third paper is a postmortem exercise. In it, you should explain to us why you played your role the way you did and how you went about researching and preparing for it. You should also explain how you might have played your role differently and where you feel you deviated, both from the role as dictated by the game and from the actual historical figure(s) on whom your role was based.</td>
<td>15% each. All papers must be turned in at the beginning of class. NO EXCEPTIONS</td>
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<td><strong>Class participation:</strong> In determining you class participation grade, we will be paying close attention to a number of factors: the quality and quantity of your public statements during open discussions and faction meetings, your ability to make alliances within and between factions on the basis of shared political aspirations, and the depth of your engagement with course texts, including not only those pertaining directly to your character but also those that address wider issues in Indian history.</td>
<td>25% of total grade</td>
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Learning goal: Students will investigate, understand, and engage critically and creatively with ideas, history, and ontology of human experiences (in this class, birth, body modification, media consumption and performance) in complex, nuanced ways.

Learning objectives:

- Students will learn and effectively implement complex research strategies using online and print media.
- Students will pose open-ended questions and define their own learning goals relevant to course material. They will be able to formulate and execute plans for realizing these goals individually and in collaboration with other students.
- Students will learn to use writing, reading, movement, group discussion, and project-based techniques to gain mastery of course material.
• Students will develop and sustain an ongoing writing, research and creative practice to gain fluency and engage in problem solving around course-related subject matter defined by themselves or others.

• Students will understand human cultural phenomena from a variety of disciplines and perspectives.

• Students will use writing, research and analysis to understand and articulate their personal experiences in a broader historical and cultural context.

• Students will gain appreciation of the breadth of the performing / visual arts as cultural mediums (including the limitations) for accessing target populations.

**Grading Scale**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93</td>
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<tr>
<td>A-</td>
<td>89</td>
</tr>
<tr>
<td>B+</td>
<td>85</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
</tr>
<tr>
<td>B-</td>
<td>75</td>
</tr>
<tr>
<td>C+</td>
<td>70</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>60</td>
</tr>
<tr>
<td>D+</td>
<td>55</td>
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<tr>
<td>D</td>
<td>50</td>
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<tr>
<td>D-</td>
<td>45</td>
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<td>F</td>
<td>&lt;45</td>
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**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. Additional 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.

Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed quizzes. You have to be in class or you will receive a zero for the quiz.

Be diligent about checking email. We assume students are aware of all announcements, assignments, and course changes communicated through email.

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

**Writing**
Write like it matters because it does. All written work must consistently adhere to the Chicago Manual of Style and correctly cite all sources. Do not plagiarize. Do not copy and paste text from the internet, change a word here and there, and think no one will notice. CITE YOUR SOURCES. This will help you:

Purdue Owl: Avoiding Plagiarism
https://owl.english.purdue.edu/owl/resource/589/02/

Revise and proofread all written work before submitting. Read it aloud to a friend. Read it aloud to yourself. Read it out loud in the mirror. I mean really do it, don’t just mentally do it. You will be amazed at how helpful this is. Students who need extra help with their writing will be instructed to use the university’s free tutoring services and may receive extra credit for doing so. They can access these services through the On-Campus Learning Center at PC 247 and the Online Learning Center at w3.fiu.edu. All students must adhere to the Academic Integrity Policy of The Honors College and Florida International University.

The Purdue OWL (Online Writing Lab) is another excellent resource:
https://owl.english.purdue.edu/owl/resource/717/01/
Honors College Requirements and Policies

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors 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. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

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. See www.honors.fiu.edu/portfolios.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See http://honors.fiu.edu/hearts/.

Academic Misconduct Procedures and Penalties

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 Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.
Please refer to the following documents for additional information:


FIU Honors College Student Handbook – [http://honors.fiu.edu/handbook0910.html](http://honors.fiu.edu/handbook0910.html)

FIU Honors College Plagiarism Policy – [http://honors.fiu.edu/current_policy_plagiarism.html](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.

**GL Learning Outcomes for IDH 2003-4**

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

  **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the actions of multiple figures in diverse cultural contexts.

  - ✓ Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- **Global Perspectives:** 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 be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

  **Course Learning Outcome:** Students will demonstrate a willingness to engage in negotiation regarding actions of global import within the context of the class simulation.