Inhabiting the Lives of the Early Christians: Text, Interpretation, Application
The Honors College, Florida International University
IDH 2003 – Fall 2015
Tuesdays & Thursdays: 12:30 1:45 PM

Classrooms and Professor Contacts
Class meets in GC 285.

Ruben Garrote: Office hours by apt., DM 246; garroter@fiu.edu; (305) 348-1620
Rebekah Schulze: Office hours by apt., PC 249D; rebekah.schulze@fiu.edu; (305) 348-3832

Required Texts
You are responsible for the following books:


Additional Readings will be posted on Blackboard.

Attendance and 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.

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 (this includes Smart Watches).
Course Requirements

Please take the time to read through the description of each course requirement. (Percentage of the total grade for the semester is shown in parentheses.) If you have any questions, talk to us early in the semester.

Reacting to the Past (40%): Reacting to the Past is an extended role-playing game in which you will play the role of historical (or historically based) characters in a historical setting—in this case, Athens, 403 B.C.E.

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 such an 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 Athens 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 and flexibility are all vital attributes for those concerned. You will need to play, and play well.

* There is a possibility of extra-points awarded to the winning faction when game play participation has been exemplary.

Character Essay (30%): Write a 1000-word paper describing the character you will be role-playing in the course of the semester. This paper should provide:

(a) Brief biographical details concerning your character’s personal history. Keep the biography short and to the point. Include some description of your social status, employment and living conditions.
(b) An outline of your character’s political position as of NOW, 403 B.C. If you are a member of a faction, describe the conditions under which you became a part of it; if you are an indeterminate, describe those issues that are important to you. What other factors have led you to the political stage that you now occupy?
(c) What are your hopes and aspirations for the future? How can the Assembly work to your advantage?
This project is meant to get you firmly embedded in your role at the earliest opportunity. ALL of 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—it will be all-too-evident to your classmates and your professors if you have not prepared adequately. Empty rhetoric and “feelings” expressed without any solid evidence to back them will be treated as posturing and will be graded accordingly!

**Student Comedy (30%)**: Student groups will be responsible for writing and performing a play dealing with Athenian politics at the time of the game, a comedy in the manner of Aristophanes. Further instructions will be given in class.

**Guidelines for Written Work**
All written work must consistently adhere to Kate L. Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (i.e. with the Chicago Manual of Style). Students are advised to carefully proofread all papers before submitting them. All students are encouraged to take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students, from first year students to PhD candidates. Thus Center is particularly helpful to those seeking to polish their writing skills. Center offices are located in GL 120 (MMC), Glen Hubert Library, First Floor (BBC), and EC 2780 at the Engineering Center. For more information, go to [http://writingcenter.fiu.edu/](http://writingcenter.fiu.edu/).

*Chicago Manual of Style*, 16th ed.:  
[https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/)

Turabian, 8th ed.:  
[http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**Format**: All written work must include your name, Panther ID number, course number and the name of the professor on the title page.

- Title Page Name
- Panther ID, course number, name of your professor
- Double spaced, 1-inch margins (top, bottom, left and right)
- 12 point font, Times New Roman

**Grading Scale**
Grades are based on accumulated points, 100 in total

93 – 100 A  
74 – 76 C
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/.

Honors College Academic Misconduct Statement

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.

Procedures and Penalties

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/lacmisconductproc.htm.

Academic Misconduct Policy

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
**Honors Citizenship Requirements**

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**.

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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>Club Meeting</td>
<td>1 (max of 3)</td>
</tr>
<tr>
<td>Honors Hour</td>
<td>2</td>
</tr>
<tr>
<td>HEARTS Event (all types)</td>
<td>1</td>
</tr>
<tr>
<td>Honors College Event – Honors Place</td>
<td>1</td>
</tr>
<tr>
<td>Honors College Night – Athletics</td>
<td>1</td>
</tr>
<tr>
<td>Other (Specific HC Sponsored Event)</td>
<td>1</td>
</tr>
<tr>
<td>Library Study Room (GL 310A) Visits</td>
<td>10 visits = 1 (max of 1)</td>
</tr>
</tbody>
</table>

**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**.

**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 informational sessions, social and entertainment opportunities, and workshops to expand your undergraduate experience. 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/honorhours/](http://honors.fiu.edu/events/honorhours/).

If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu.
**Colloquia:** Every semester we invite Honors College faculty fellows to give presentations on topics 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):** An important part of being a member of the Honors College student is demonstrating leadership by serving the extended community. The Honors College service requirement is modest—at least 20 hours per academic year to a non-profit endeavor. There are many ways you can get involved—campus fundraising for non-profit organizations, volunteering for community projects, and so on. If you’re not sure what to do, please contact the Coordinator of Student Programs at 305-348-4100. The Honors College has many community initiatives in which you can participate, particularly with the City of Sweetwater (e.g., tutoring, computer classes for the elderly, citizenship classes, etc).

**Documenting your Community Service Hours:** To document your community service hours, log on to the MyHonors website.

**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. You will decide (with instructor consultation) what “artifacts” or assignments to include for consideration in your 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 Honors College course includes at least one assignment that could potentially fit portfolio requirements.

**General 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 your engagement in the “reacting” game 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 your engagement in the “reacting” game and writing the research paper, you will be able to analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.
**Global Engagement:** 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.

**Global Learning Co-curricular Activity:** You 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.

**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.
Class Schedule

8/25  Class overview and introduction

8/27  Historical context I
9/1   Historical context II

9/3   Student Role Assignment

9/8   Introduction to Greek philosophy; read *The Republic* (excerpts)
9/10  Socrates; read “Euthyphro” and “The Apology”
9/15  Socrates; read “Crito” and “Phaedo”
9/17  Introduction to Greek theater; read *The Clouds*
      **Student Paper Due**

9/22  Reacting to the Past: SESSION 1
9/24  Reacting to the Past: SESSION 1
10/29 Reacting to the Past: SESSION 2
10/1  Reacting to the Past: SESSION 2
10/6  Reacting to the Past: SESSION 3
10/8  Reacting to the Past: SESSION 3
10/13 Reacting to the Past: SESSION 4
10/15 Reacting to the Past: SESSION 4
10/20 Reacting to the Past: SESSION 5
10/22 Reacting to the Past: SESSION 5
10/27 Reacting to the Past: FINAL SESSION
10/29 Reacting to the Past: POST-MORTEM

11/3  Student Plays
11/5  Student Plays
11/10 Student Plays
11/12 Student Plays
11/17 Student Plays
11/19 Student Plays

11/24 *The Birth of Tragedy*
11/26 **THANKSGIVING HOLIDAY**
12/11 *The Birth of Tragedy*
2/3   Wrap-up and bridge to next semester