

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

The Honors College, Florida International University

IDH 3034-3035 ☀ Fall 2016-Spring 2017

Instructor: Leonard Elbaum EdD, PT

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

Email: elbauml@fiu.edu ☀ Phone: (305) 348-313

Office: AHC 3-Room 426 ☀ Office Hours: TBA

### **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 Aesthetics, Values, and Authority: Walking**

“Walking” will be the unifying theme for this section.

Readings and/or activities related to a specific walking-related topic will be assigned almost every week, and students will write a short paper and/or prepare a short presentation related to the topic.

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; there is no need to purchase books for the class.

Some classes may take the form of walking tours, films, and/or other activities.

In addition to these activities, students 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 again after injury or disease
  - Applications of cutting-edge science to physical rehabilitation
    - Computer-assisted analysis and display of movement
    - Neural plasticity
    - Biomechatronics

##### 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 final grade will be as follows:

#### Fall Term

<b>Item</b>	<b>Weight</b>
Weekly assignments	40%
Session design and implementation	20%
Term Project 1	30%
Class participation and Honors College citizenship*	10%

#### Spring Term

<b>Item</b>	<b>Weight</b>
Weekly assignments	30%
Session design and implementation	20%
Term Project 2	40%
Class participation and Honors College citizenship*	10%

\*Regular attendance in class, participation in class discussions, and earning a minimum of 10 Honors Citizenship Points is required.

5% will be deducted from the final grade for each un-excused absence.

Grading of the assignments and term projects will be based on

Timeliness

Clarity

Adherence to the guidelines for each assignment

Evidence of critical thinking and best efforts

Rubrics for each type or assignment will be distributed during the first two weeks of the fall term.

## Tentative Schedule for Academic Year 2016/17

Date	Topic
Fall Term	
8/24	Introductions Review of syllabus A sampler of course content
8/31	Walks for Charity
9/7	Anatomy, physiology, and biomechanics of walking
9/14	Anatomy, physiology, and biomechanics of walking
9/28	Computer-assisted gait and movement analysis
10/5	Computer-assisted gait and movement analysis
10/12	Control theory, robotic walking, biomechatronics
10/19	Control theory, robotic walking, biomechatronics
10/26	Walking inspires thinking and writing Bryson ( <i>A Walk in the Woods</i> ) Thoreau ( <i>The Art of Walking</i> )
11/2	Aesthetics of walking: Beautiful people to watch, and beautiful things to see Depictions of walking in the fine arts
11/9	Pilgrimages: Walking the Bible-Bruce Feiler Santiago de Compostela
11/16	Pilgrimages, continued The Hajj Home for the Holidays
11/23	Preparing your project for presentation and/or publication
11/30	Presentation of term projects
12/7	Term Projects Due
Spring Term	
1/11	Welcome Back-Planning Session
1/18	Historically important walks: Martin Luther King's March on Washington, 1963
1/25	Historically important walks: Populating the Americas, ~23,000 to 14,000 BC Gandhi's Salt march, 1930 The Long March, 1934-35
2/1	Sherman's March to the Sea, 1864 Escaping the violence in Syria and Iraq, 2003 to present
2/8	Introduction to ability and disability
2/15	Psychological aspects of ability and disability
2/22	Sociology and economics of ability and disability
3/1	A global perspective on issues related to physical disability
3/8	Spring Break
3/15	Student-designed class session
3/22	Student-designed class session
3/29	Student-designed class session
4/5	Walking the bible-revisited
4/12	Presentation of Term Project 2
4/19	Presentation of Term Project 2
4/26	Written Term Project 2-final due

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements 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.

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](#) (DRC), if you have not done so already." Please note that if you have a student who is registered with the DRC, you will receive notification about the student's disability and a detailed description of accommodations the student will require.

## **Honors College Requirements**

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**.

### **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.

### **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.

### **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](#) , and the [Academic Misconduct Procedures](#).

**Please refer to the following documents for additional information:**

- [FIU Code of Academic Integrity](#)
- [FIU Honors College Student Handbook](#)
- [FIU Honors College Plagiarism Policy](#) – designated as Global Learning courses (IDH 2003-2004, IDH 3034-3035) must list specific Global Learning outcomes. Assignments must be able to assess the students' ability to demonstrate these outcomes. Questions on Global Learning should be addressed to [Jose Rodriguez](#).