



**Honors Seminar V & VI: Aesthetics, Values, and Authority
Engaged Research in the Community through Honors (ENRICH)**

IDH 3034-3035 Fall 2016 & Spring 2017

Monday 3:00-5:45p.m. in DM233

Instructor: Cecile Houry, Ph.D.

choury@fiu.edu or 305-348-1321

Office hours by appointment

Overall Course Description

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.

Specific Course Description

Institutions of higher education have, historically, failed to develop healthy and productive relationships with their surrounding communities. Instead of opening themselves to these communities, universities have, for most of the twentieth-century, focused inward, emphasizing research, publication, material resources, and prestige. This approach to higher education and its primary role in society is often described as the “Ivory Tower” or the “town and gown” phase. A combination of socio-economic, political, and educational changes have progressively shattered this model. Today, most institutions of higher learning recognize the essentiality of community engagement for the students’ personal and academic growth and success and for developing healthy neighborhoods.

Honors programs/colleges, specifically designed with curriculums of challenging seminars with cutting-edge pedagogy fostering intellectual curiosity, critical thinking, interdisciplinary cooperation, and leadership training, are strategically positioned to take the lead on these emerging community engagement objectives. The Honors College at Florida International University, which is a center of excellence preparing some of the university’s best and brightest to become well-rounded individuals and leaders in their fields and communities, successfully did so. In September 2009, that college approached the Mayor of the City of Sweetwater and, after assessing the community’s needs, offered to “adopt” this impoverished city of roughly 15,000 Hispanic residents (now about 19,500) located right across the university’s main entrance. This innovative partnership is designed to engage faculty members and students in projects that improve the quality of life of local residents; provide students with opportunities to develop leadership and research skills, practice civic engagement, learn about the management and governance of a small city, and help integrate the university more fully into the local community.

This course uses a service-research approach to address some of the social, cultural, economic, political, environmental, educational, and health problems that the City of Sweetwater and its residents face today. Building on Community-Based Research literature and methods, students will, during the first semester, conduct research about community partnerships and about the City of Sweetwater. They will identify issues and, based on their majors and interests, select one. They will then work as a team with the instructor to identify university faculty members or administrators, city officials, non-profit leaders, or corporate agents who can help them develop creative solutions and initiate their implementations.

Warning: “A learning community can be far messier than a command-and-control classroom”

(Strand and al., *Community-Based Research and Higher Education* – XV)

Service-Research Approach

Most institutions of higher education today emphasize service learning and research as essential elements for the development of well-rounded students prepared to lead tomorrow's world. Service learning refers to university initiatives designed to engage students in community learning and service activities as part of their regular coursework. Research refers to the academic search for knowledge. Students select a research topic and then investigate primary and secondary information, often using a scientific method, interpret all the information gathered, and try to confirm existing theories or develop new ones, thus contributing to the continuing formation of knowledge. Most universities, then, offer such classes. Not many, however, offer classes on service-research. So what is service-research?

Using Community-Based Research principles, but adapting them to a multi-disciplinary undergraduate population, service-research refers to initiatives involving institutions of higher education, their faculty members, and their students in data collection, practical reasoning, and problem solving strategies to help address some current community issues.

Course Objectives

At the end of this course, students will be able to:

- Understand the benefits of university-community and private-public partnerships.
- Conduct effective and objective internet and literature searches on a particular subject, with appropriate verification of sources or with an appreciation of the limitations/biases of particular sources of information.
- Submit an Institutional Review Board proposal and get it approved by the University.
- Conduct community research and present research findings.
- Work with faculty members, citizens, and government officials to identify community problems.
- Use practical reasoning to analyze and propose solutions or improvements to a community problem taking into consideration historical, cultural, economic, political, and legal contexts.
- Work in a group/team setting to achieve a common goal.
- Initiate the implementation of their ENRICH project and positively impact their surroundings.
- Assess their work and the potential community impact.

Global Learning Outcomes

Second year and Upper Division classes have been designated as Global Learning courses. For questions regarding GL requirements, please contact Allen Varela at the Honors College.

GL Learning Outcomes for IDH 3034-5

- **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 global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- **Global Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
- **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — 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 be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Global Learning Graduation Honors

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one

of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit goglobal.fiu.edu.

Instructor

Dr. Cecile Houry works for the Robert Stempel College of Public Health & Social Work at Florida International University (FIU) as the Assistant Dean for External Affairs. Houry was previously the Assistant Vice President for Engagement at FIU. Prior to joining the Office of Engagement, Houry was the Director of Student Programs and a faculty member in the FIU Honors College. There, Houry was in charge of community partnerships (specifically the Sweetwater partnership), study abroad programs, career services, special events, and student organizations. Houry came to the Honors College in June 2009, after spending two years teaching social studies at the Belen Jesuit Preparatory School.

Born and raised in France, Houry earned a Bachelor and Master of Arts in English from the University of Orleans in France, a Master of Arts in History and a Doctor of Philosophy in History from the University of Miami. Her main interests include sport history and gender studies. Her dissertation focused on American women and the modern summer Olympic Games, looking at the obstacles women encountered in their struggle for participation and equality in that global sporting event.

Houry participated in several leadership programs, including the FIU Educational Leadership Enhancement Program, FIU Women On The Move Leadership Program, Leadership Miami, Connect Florida, and Harvard's Women & Power Program. For her work, Houry received the FIU Community Award, the Greater Miami Chamber of Commerce HYPE Go Getter Award, and Florida Campus Compact's Community Engagement Educator of the Year Award and Engaged Scholarship Faculty Award.

Teaching Philosophy and Methods

First, I believe in setting high standards and expectations for myself. Students can expect me to be on time and prepared, to conduct classes in a professional manner, to be available to help them, and to be consistent in my teaching, grading, and interactions with students. Similarly, I believe in setting high standards and expectations for students. I expect students to arrive in class on time, with their materials, with their reading and other assignments completed, ready to engage in discussions, and willing to learn from myself and from other students.

Second, I believe in active learning, which is why I pick materials, organize my classes, and design my syllabus to promote critical thinking. Teaching is not about lecturing students only. It is also, and more importantly, about exposing students to diverse theories, concepts, materials, ideas and allowing them to appropriate that knowledge, make sense of it, and criticize it. I also always try to emphasize real-world applications of the concepts and issues discussed to allow students to see the interconnectedness between what we discuss, the community, and their lives.

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

Religious holidays

“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.”

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](#) (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 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/>.

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/1acmisconductproc.htm>.

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.htmlCourses

ENRICH Course Grading

The selected team research project will lead to a solution-oriented project implemented during the spring semester in the City of Sweetwater

#1	Attendance, Participation, homework, quizzes	Individual	20 pts
#2	Book Report	Individual	10 pts
#3	Community Profile	Individual	10 pts
#4	Community Input	Individual	10 pts
#5	Community Organizations/Foundations Report	Individual	10 pts
#6	Topic Selection and Justification	Team	10 pts
#7	Institutional Review Board Proposal	Team	10 pts
#8	Research Report	Team	20 pts

Reading Materials

1. Peter Kageyama, *For the Love of Cities: The Love Affair Between People and Their Places* (St. Petersburg, FL: Creative Cities Productions. 2011)
2. Kerry Strand, Sam Marullo, Nick Cutforth, Randy Stoecker, and Patrick Donohue, *Community-Based Research and Higher Education: Principles and Practices* (San Francisco, CA: John Wiley & Sons. 2003).
3. Other articles and book chapters will be assigned and distributed in class or sent via email throughout the semester (some are already listed in the tentative course calendar). Regular reading of the *Miami Herald* is also expected.

Guidelines for Written Work

All assignments must:

1. Be turned in at the beginning of class on the specified dates. No late work will be accepted.
2. Be printed and stapled. Work not stapled before coming to class will not be accepted.
3. Use Calibri, font 12, 1.5 spaced.
4. Include page numbers.
5. Have the following margins: 1" for the top, bottom, left, and right.
6. Respect the word requirement. Assignments that are extensively shorter or longer than required will be penalized.
7. Be free of spelling, punctuation, grammar, and usage errors. The more errors in your writing, the more your grade will go down!

#1 - Attendance, Participation, Homework, and Quizzes (20 Points – Individual): You are expected to be an active participant in class presentations and discussions. To participate, you have to be there, so attendance is mandatory. Tardiness is disrespectful and disruptive. After 15 minutes and/or if it becomes a problem, it will be treated as an absence. After two unexcused absences, your grade will be penalized. Homework refers to the readings and reports not included in the different “steps” listed below. If necessary, quizzes (announced or unannounced might be administered on readings, research material, and in-class discussions. The format will mostly be true/false questions, multiple choice questions, fill-in the blanks, and short answer questions. There is no make-up for quizzes missed.

#2 - Book Report (10 Points – Individual): This in-depth report should discuss:

1. The author and what you know about him
2. The author’s main arguments
3. The evidence used by the author to support his arguments

4. The book's strengths
5. The book's weaknesses
6. 2 local examples that support the author's arguments
7. Your takeaway (explain what it is and why)

#3 - Community Profile (10 Points – Individual): This in-depth profile should include:

1. Geographical information
 2. Key demographic information (including trends)
 3. Significant historical and community events
 4. Media stories
 5. Significant social, cultural, economic and political assets, distresses, opportunities and threats/challenges (SWOT analysis)
 6. Inventory of relevant community development/building organizations and key stakeholders (including a brief description of their roles and activities)
 7. Nature and status of past and ongoing relationships between FIU and the City of Sweetwater
 8. A bibliography
- *Do not copy-paste and be brief/general. Take time to understand the information and analyze what it means for the Sweetwater community and its residents.

#4 - Community Input (10 Points – Individual): Go in the Sweetwater community and talk to 20 people to get a feeling about what they think of their city and what is needed. Record the people you talk to (age range, ethnicity, gender, etc.) and the answers you receive. Make sure to diversify the pool of people you select. Write a 2-page report about what you learned about Sweetwater from these discussions.

#5 – Miami Community Organizations/Foundations Report (10 Points – Individual): For each of the following, cover the following relevant information: who they are, their mission and goals, why you selected them, their specific programs or initiatives, their organizational structure, their funding, their membership, the impact they had/have on the community, etc.

1. 3 foundations
2. 5 non-profit organizations
3. 5 key players
4. 2 source of information

#6 – Topic Selection and Justification (10 Points – Team): This detailed report should cover:

1. The research topic you chose to focus on (education, healthcare, environment, culture, etc.)
2. Why you specifically selected this research topic
3. How important is this topic for the Sweetwater community?
4. What data have you already collected on the topic that justifies your selection?
5. What research methods do you plan on using?
6. What are some internal resources that could be mobilized to support your efforts?
7. What external resources could potentially be mobilized to support your efforts?
8. What strategies do you plan on using to involve community members in the different aspects of your service-research project?
9. How will this initiative impact (on a short and long term basis) the community?
10. In light of what you have learned so far, what are some of the obstacles you can anticipate to run into in connection with your project?

#7 - Institutional Review Board Proposal (10 Points – Team): This step involves putting together an IRB proposal, submitting it, and following up with the Division of Research until the proposal is approved.

#8 - Research Report (20 Points – Team): This detailed report will cover the following aspects:

1. Need assessment: your research on what is missing in the community in relation to the topic you chose
2. Asset mapping: your research on the resource the community already has in relation to the topic you chose
3. The research methods used and the results obtained
4. The research methods you are planning to use in the future and why you will use them
5. The human resources (internal and external) you have identified and contacted
6. The resources (internal and external) you will need to continue your research project
7. Secondary sources: a review of the literature on your topic
8. Primary sources: pending your topic, this probably involves a combination of surveys and interviews conducted in the City of Sweetwater
9. The challenges you have encountered and are encountering
10. The way the data you have collected and the interactions you had so far have impacted your original project ideas

Tentative Course Calendar

1 – August 22 – Introduction

- Professor
- Students: majors, interests, and course expectations
- Course & service-research
- The Honors College’s partnership with the City of Sweetwater

2 – August 29 - Community Emotional Attachment & Engagement

- HW: Read Peter Kageyama’s *For the Love of Cities: The Love Affair Between People and Their Places*
- HW – Book Report (#2)

3 – September 5 – Labor Day – No Class

- HW: Institutional Review Board Online Certification called “Collaborative IRB Training Initiative Program (CITI).” At the end, save and email me the Training Certificate Completion Report <http://www.citiprogram.org>

4 – September 12 – Institutions of Higher Education and Community Partnerships

- HW: Read *Community-Based Research in Higher Education*, Chapter 1, “Bridging ‘Town & Gown’” (handout) and “Creating and Sustaining Authentic Partnerships with Community in a Systematic Model” (handout)
- HW: List 8 essential points from the readings (e.g. aspects that surprised you, things you did not know, arguments you disagree with, reasoning you do not fully understand, questions you may have, etc.) Explain why you selected this particular aspect and be ready to discuss your 8 points in class

5 – September 19 — Sweetwater: The City

- HW: Read *Community-Based Research in Higher Education*, Chapter 2 and 3
- HW: Community Profile (#3)
- Getting to know Sweetwater – tour of the city

6 – September 26 – Sweetwater: People & Places

- HW: Read *Community-Based Research in Higher Education*, Chapter 4 and 5
- HW: Community Input (#4)

7 – October 3 – Miami: People & Organizations/Foundations

- HW: Community Organizations/Foundations Report (#5)

8 – October 10 – Topic Discussion + Institutional Review Board (IRB)

- HW: Review the IRB website so you are familiar with the application requirements, processes, timeline, etc. <http://research.fiu.edu/irb/index.html>
- HW: IRB - list your questions and bring to class
- Brainstorming session

9 – October 17 – Topic Selection & Justification

- HW: Topic Selection and Justification (#6)

10 – October 24 – Institutional Review Board - Proposal

- Team work on IRB Proposal

11 – October 31 – Institutional Review Board - Proposal

- HW: IRB Proposal (#7)

12 – November 7 – Research (secondary)

- HW: Research on local, state, and national resources relevant to your topic

13 – November 14 – Research (secondary)

- HW – literature review on your topic
- Research update discussion

14 – November 21 – Research (primary)

- HW: Research Update Report

15 – November 28 – Research (primary)

- Research update discussion

16 – December 5 - Research & Project Discussions

- HW: Research Report (#8)
- Research presentation
- Project discussion

This syllabus is subject to change. I will inform the class of changes as they come.