



THE HONORS COLLEGE
FLORIDA INTERNATIONAL UNIVERSITY
Excellence with Honors

IDH 3007, IDH 4007 (combined sections)

“AESTHETICS, VALUES AND AUTHORITY”

Fall, 2009

Wednesday 16:00-18:50 Room TBA

GENERAL INFORMATION

Instructor: “Dr. Bob” Professor Robert Hogner

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Office Hours: Wednesday 13:00-14:30

Friday 11-Noon

By Appointment

Link to my site:

<http://business2.fiu.edu/1035988/www>

COURSE DESCRIPTION

Dr. Hogner explores the theme of *Aesthetics, Values, and Authority* looking at the [globalization](#) and the global immigration experience. Assigned are texts on globalization and on autobiographical and fictional works written mainly by non Euro-American authors, e.g. from Haiti, Cambodia, Puerto Rico (yes, he knows, a USA territory), Martinique (yes, he knows, a French state) and the Dominican Republic (yes he knows, despite periodic invasions by the USA a sovereign state not subject to USA will).

These texts will form the bases for personal reflective essays and class discussion.

Class projects will focus on two threads in the rivers of global culture: cuisine and music. Students are encouraged to take part in the [Genographic Project](#).

So what is this *Celtic* influence in traditional Italian folk music? What is the story behind *Tejano* music?

What links the Vietnam War, the Killing Fields, and the contemporary resurgence of Cambodian Rock (*hint: the answer to this latter question is in a Rod Stewart song*)?

And, what exactly is Thai Sushi?

TEXTBOOKS

First They Killed My Father, Loung Ung	<ul style="list-style-type: none">• Paperback: 288 pages• Publisher: Harper Perennial (April 4, 2006)• Language: English• ISBN-10: 0060856262• ISBN-13: 978-0060856267
On the Wings of a White Horse, Oni Vitadham	<ul style="list-style-type: none">• Paperback: 196 pages• Publisher: Tate Publishing & Enterprises (April 1, 2006)• Language: English• ISBN-10: 1598860992• ISBN-13: 978-1598860993
Bound Together, Nayan Chandra	<ul style="list-style-type: none">• Paperback: 416 pages• Publisher: Yale University Press (May 27, 2008)• Language: English• ISBN-10: 0300136234• ISBN-13: 978-0300136234
Noah's Flood, William Ryan and Walter Pitman	<ul style="list-style-type: none">• Paperback: 320 pages• Publisher: Simon & Schuster; First Thus edition (January 25, 2000)• Language: English• ISBN-10: 0684859203• ISBN-13: 978-0684859200
Home and Exile, Chinua Achebe	<ul style="list-style-type: none">• Paperback: 128 pages• Publisher: Anchor (September 18, 2001)• Language: English• ISBN-10: 0385721331• ISBN-13: 978-0385721332

TEACHING METHODOLOGY

Socratic

GRADING

Course Requirements	Weights
FIVE REFLECTIVE ESSAYS	75%
ATTENDANCE	10%
DISCUSSION (including participation in food and music day)	15%
Total	100%

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	95-100%	B-	80-83	D+	67-69
A-	90-94	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	<60

The above is a general guide only. It will be used as part of my professional assessment regarding your performance and contribution to this learning community. That assessment will determine your grade.

ASSIGNMENTS

You are assigned to read the New York Times --- daily --- paying particular attention to articles that relate to the course. These may be found in the Arts, in Food and Dining, in Entertainment, as well as in general news sections. Class discussion will relate, in part, to your contributions about what was read in the NYT.

You will be expected to share pieces from your reflections in class. If you wish to excuse a particular assignment from this requirement, note it at the head of your essay, bold type.

You will be expected to pay attention to music and food topics and to global issues, as they arise during the semester and as they are reflected in who you “are.” These too, are to be added to class discussion.

The final day of class is reserved for a food and music day. We will maintain a log of your proposed contributions for that day.

The Fall Term will start off with reading Chanda’s *Bound Together*. The Spring Semester starts with the video *Afghan Star*.

Please visit the [Genographic Project](#) early this term and, as you are able to do, voluntarily participate in the [Genographic Project](#) with enough lead time to have your results in January.

REFLECTION PAPERS

You will prepare, for each of the five texts, a 2000 word (minimum) reflective essay on the text. You are writing this in the first person, describing how your own experiences or life “reflects” the text as a whole, a thread that runs through it, or a major component of the author’s story. This is not a book review. This is not a critical essay. This is you, writing about you, in reflection having read that text.

All essays are due in class as detailed in the syllabi, on that date

DISABILITY NOTICE

If you have a disability and need assistance, please contact the [Disability Resource Center](#) (University Park : GC190; 305-348-3532) (North Campus: WUC139, 305-919-5345). Upon contact, the Disability Resource Center will review your request and contact your professors or other personnel to make arrangements for appropriate modification and/or assistance.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day.

RULES, POLICIES, and ACADEMIC MISCONDUCT

Assignments from the text and other resources are listed below for each class session. Students are expected to be pace their reading according to the posted course assignments.

It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the professor to create a positive learning experience for all. Student engagement is a necessary condition for an effective learning experience, and includes contributions to debate and discussion (if any), positive interactive learning with others, and an enthusiastic attitude towards inquiry. Everyone is expected to be a positive contributor to the class' learning community, and students are expected to share the responsibility of teaching each other.

Statement of Understanding between Professor and Student

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the Honors College and the University.

By junior year in a university, it is expected you are well aware of what constitutes academic misconduct, especially as related to essay preparation. If you are not, please reference any of several FIU sources

As a student in the Honors College taking this class:

- I will not represent someone else's work as my own
- I will not cheat, nor will I aid in another's cheating
- I will be honest in my academic endeavors
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook

Failure to adhere to the guidelines stated above may result in one of the following:

Expulsion: Permanent separation of the student from the University or the Honors College, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.

Suspension: Temporary separation of the student from the University for a specific period of time.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

For details on the policy and procedure go to [ACADEMIC MISCONDUCT](#). (Section 2.44)

COURSE MULTIMEDIA

A series of music and video presentations will be used in this course (Fall and Spring).

They include (listing to be expanded):

- ***Sleepwalking Through the Mekong*** (video):
- Selected tracks from the rock group ***Dengue Fever*** and compilations of Cambodian Rock (c. 1960's-1970's)
- ***The Jazz Singer*** (two video presentations, starring Al Jolson (c. 1920's), then starring Neil Diamond, c. 1970's)
- Selected Tracks from Betty LaVette ([2008 USA Presidential Inauguration](#)) and Sam Cooke (***A Change is Gonna Come***).
- ***Afghan Star*** (video)
- ***Muddy, Sam And Otis***, a track from Rod Stewart's ***Spanner in the Works*** album (Rod Stewart???)
Ask your parents)
- ***The Inheritance***(video)

COURSE CALENDAR

(Subject to Change Based Upon Instructor's Other Assigned Duties)

Date	Topic	Assignment
26 August	Introduction to Course <i>The Jazz Singer</i> (Al Jolson)	NY Times Every Day Start Reading <i>Bound Together</i>

02 September	<i>National Geographic Genographic Study: Some Results</i> from Nayan Chandra, Dr. Bob, et al.	NY Times Every Day <i>Bound Together</i>
09 September	<i>The Jazz Singer</i> (Neil Diamond)	NY Times Every Day <i>Bound Together</i>
16 September	Class Discussion on Essays	NY Times Every Day Reflective Essay Due: <i>Bound Together</i> Begin Reading Noah's Flood
23 September	Class Discussion on Essays	NY Times Every Day Noah's Flood
30 September	Rod Stewart, Betty LaVette, Sam Cooke	Research: What is a "spanner" as used in the Rod Stewart album title? NY Times Every Day Noah's Flood
07 October	Class Discussion on Essays	NY Times Every Day Reflective Essay Due: <i>Noah's Flood</i> Begin Reading <i>On the Wings of a White Horse</i>
14 October	<i>Cambodian Rock: Selected Tracks</i>	NY Times Every Day <i>On the Wings of a White Horse</i>
21 October	Class Discussion on Essays	NY Times Every Day Reflective Essay Due: <i>On the Wing of a White Horse</i> Begin Reading <i>First They Killed my Father</i>
28 October	<i>Sleepwalking Through the Mekong</i> (video)	NY Times Every Day <i>First They Killed my Father</i>
04 November	Independent Reflection and Discussion	NY Times Every Day Reflective Essay Due: <i>First They Killed my Father</i>
11 November	Veterans' Day, University Closed	NY Times Every Day Begin Reading <i>Home and Exile</i>
18 November	<i>Dengue Fever: Selected Album Tracks</i>	NY Times Every Day <i>Home and Exile</i>

25 November	Discussion of Home and Exile	NY Times Every Day Reflective Essay: <i>Home and Exile</i> Due
02 December	Food & Music Day	NY Times Every Day