



IDH 3034: Power, Change, and Global Citizenship*; Section U24

PC 431; Tuesdays 2:00 - 4:45 PM

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Office Hours: *By Appointment*

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General Information

Preliminary Notices

* A note on **course name** - due to the many varied and sometimes arcane academic conventions, this course (like many others) may be referred to by different names - do not be confused. To wit:

- "Power and Change in America" (Fall), "Change-master: The Global Citizen" (Spring), "Power, Change, and Global Citizenship" (full year);
- "Honors Seminar V, VI";
- "Aesthetics, Values, and Authority"

** This is a living document that **will** change as the course progresses. All changes will be announced in advance. **

*** Course content may include material that could be considered sexually explicit and/or violent. In addition, some course-related assignments or events may be held off-campus; students are required to provide their own means of transportation. ***

Course Description and Purpose

This is an engaging, dynamic, contemporary, global, truly interdisciplinary, active-learning course. It explores the economic, political, and social sources of real and imagined **POWER** in America. It will help increase an understanding of how **CHANGE** and progress can occur within and outside of these power spheres. As a class, and individually, we will develop a plan of action for becoming better global citizens, from our personal and professional lives to our engagement with the world at large.

The course itself is topically divided into three distinct but overlapping sections, and administratively it is divided into two academic semesters.

The first portion of the course will focus on the centers of power in America. It addresses the question: “How are decisions made and policies implemented in today’s America?” We will start with an overview of the theories of power and a review of historical power structures and change processes. We will then focus on formal and nominal organizations (governmental, quasi-governmental, and international organizations) and proceed to examining informal sources (civil society, private enterprise, and the role of the individual). Then we will incorporate uniquely modern variables brought on by technology and advances in the sciences.

The second portion of the course answers the question: “will examine in-depth the American mechanisms for getting results and effecting change, how they differ from other nations, and how these national processes can be extended to global, local and personal spheres. In addition, the role of domestic and international law, institutions, and value systems will be analyzed and incorporated into our growing model of power structures and change processes.

Another question is the focus of the remainder of the course: “How can we leverage our knowledge of power structures and change mechanisms in order to become better global citizens?” We will spend this third phase of the course building a case study and group project on the role of the public at large (civil society) and the individual and how each of us can have an impact on the world at large. The year will end with student presentations based on their individual and group experiences during the course and highlighting if, and if so, how, change is possible in this era.

Course Objectives

Upon completing this course, students will be able to:

- Identify how power is defined, wielded, and circumvented in the United States, and how these processes and structures pervade all of society, from the microcosm or personal affairs to the macrocosm of global ones;
- Recognize, analyze, and evaluate local, national, international, and global sociopolitical and economic power structures and change mechanisms, increasing their awareness, perspectives, and engagement in the world;

- Create solutions to complex problems through critical thinking processes that integrate a global outlook, polymathism, and interdisciplinary processes;
- Create and carry out strategies for change and progress in their spheres of influence with the proper background knowledge, skill set and tools to work within different power structures;

NOTE: This course has been approved for Global Learning credit by the University's Faculty Senate. See separate "Global Learning Objectives" section below. For more information, speak to your Honors adviser.

Course Format and Policies

Lesson Format

This course utilizes a mixture of classroom instruction, field study (including optional trips to Washington, D.C. and New York City) and active-learning processes (conferences, discussions, games, and group projects) to explore how power is wielded, exercised, by whom, and what are the lessons learned that will be useful to us both personally and professionally.

- This is an in-person, dynamic, fast-paced, multidisciplinary and interactive course;
- The course DOES have a required-reading component;
- Classes meet once a week, as stated in the syllabus header;
- The student is expected to arrive prepared for each class session by having previously completed all required readings, viewings, and any other assignments; prior preparation is essential to ensure that everyone in the class has a similar base of background knowledge as a starting point for meaningful engagement in the class;
- In addition, and prior to the beginning of each class, each student will read ONE article of choice, from either the Wall Street Journal or the New York Times (both are **free** to FIU students - see note below under "Required Materials"); the student must be able to paraphrase and discuss the article if called to do so in class;
- Upcoming assignments: I will strive to have upcoming assignments available on Canvas at least two weeks ahead, but in no case less than ONE week prior to their deadline. Due to the dynamic nature of the course, it is not possible to post all of the term's reading assignments at the beginning of the course;
- Logistically, I envision the usual class session to entail the following:
 - attendance roll call and quiz based on the assigned reading/viewing materials;
 - brief recap and discussion of any relevant news articles;
 - presentation of background information and topics;
 - - break -
 - active-learning session (discussion, group activity, etc.)

Required Materials

- A subscription to the Wall Street Journal AND The New York Times. Please note that both are offered FREE of charge to FIU students. You subscribe at:
 - <https://education.wsj.com/2018/04/09/florida-international-university/>
 - <https://goglobal.fiu.edu/accessnyt/>
- Access to Microsoft **Word** and Microsoft **PowerPoint**. The entire Microsoft Office suite is offered FREE of charge to FIU students. You can either install the program on your computer or utilize the online apps. You can access your FIU copy at:
 - <https://online.fiu.edu/student/resources/software-resources.php>
- Somewhere to take notes - laptop, tablet, pen-and-paper, papyrus, whatever;
- Your brain, and open mind, respectful attitude, and a willingness to learn and participate;
- Optional: printed copies of any reading material that has been assigned; please do not ask me to provide hard copies;
- Optional "writing references (*NOT* needed in this course, but strongly encouraged if you are going to continue writing in your career, at FIU or elsewhere):
 - The APA or MLA Manuals
 - Strunk and White's "The Elements of Style"

Textbook

There is **NO** textbook purchase required for this course. Texts and/or links to all assigned course materials will be furnished by the instructor and available on Canvas.

Please note that there will be some substantial reading, especially in the first half of the course, in order to ensure that everyone is equipped with the same set of tools and basic knowledge from which to build a foundation to meaningfully contribute to class.

Optional Field Components (Trips)

This course will offer TWO distinct and optional field trip opportunities. Students will have the possibility to travel, at their own expense, to either, or both, of the following destinations:

- New York City (4 days during Winter Break, 2018)
- Washington DC (5 days during Spring Break, 2019)

There will be more information regarding both of these trips in our upcoming class sessions. Please note that at this time the University is not providing financial assistance of any kind for these trips.

Also, each trip will be worth the equivalent of TWO reflection papers (i.e. 10% of a semester grade); therefore, students joining either trip will only need to submit two of the four required reflection papers for that semester.

Class Technology Policy

Computers, phones and other electronic devices are allowed in the classroom ***for the sole purpose of taking notes, completing assignments, and accessing course-related information***. In our first session, you will be asked to sign a Class Technology Policy document as evidence of your intent to adhere to this policy.

Please note that abuse of technology during class time will lead to forfeiture of the privilege to use any device in the classroom and may have a detrimental effect on your final grade. You will be treated as an adult and are therefore expected to behave as one - PLEASE to not even think of testing me on this.

Attendance

Attendance and timeliness in this course is of paramount importance.

- It will not be possible to make up grades for missed presentations, class participation, or missed quizzes; you may consider doing work for extra credit points in rare excused instances;
- ONE unexcused absence is allowed; TWO unexcused absences will result in a decrease of one letter grade from your final grade; THREE or more unexcused absences, per Honors College policy, will result in a grade of "F" for the course. Please note that there can be NO exceptions to this rule;
- Attendance may be taken twice during a class session or once at the beginning of class and again at the end; you are required to be in attendance for substantially all of the entire class session; tardiness and early departure will be counted as absences for the purposes of attendance.

Grading and Evaluation

Grading in General

Each student will accrue points over the course of the semester. The points are gained by satisfactory attainment of course milestones and assignments, as described below, and based on grading rubrics that I will publish on Canvas.

Grading rubrics will be posted on Canvas so that each student can self-assess their work prior to submission of any graded assignment. Grade decisions by the instructor are final.

Quizzes	20
Active Participation	30
Reflection Papers	20
Final Examination / Project	30
TOTAL possible points	100
Extra credit points available (min.)	5

The total points at the end of the semester will translate to a letter grade as noted in the table below:

Letter	Range%	Letter	Range%	Letter	Range%
A	93 or above	B	83 - 86	C	70 - 76
A-	90 - 93	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Note: if the material covered in class adds up to a total number of points other than 100, the actual points available will be divided by 100 and converted into percentiles, to correspond to this table.

Quizzes (20 pts.)

- Quizzes will be used to randomly test comprehension with reading and other background preparation materials; they will *not* be announced beforehand;
- In the event there *is* a quiz, it will be administered at or near the beginning of the class session; there is no extra time allotted for being late or unprepared;
- the total number of points for ALL quiz questions given throughout the semester will be made to add up to 20; all quiz questions will have the same point weigh, no matter their perceived degree of difficulty;
- The format for quiz questions is a mixture of multiple choice and short answer/fill in the blank.

Active Participation (30 pts.)

This course, like life outside of the classroom environment, requires active participation; as in the world outside of college, you must be prepared to be called on in class, and moreover demonstrate a willingness to engage, contribute, and volunteer;

- Please note that ATTENDANCE is a separate provision; merely being present in class will not be considered sufficient to satisfy the active participation requirement;
- SEATING: In order to facilitate recognition and evaluation, a seating chart will be developed; students will be expected to habitually sit in the same seats unless otherwise instructed;
- CIVILITY: active participation means not only speaking - but also listening. I expressly require that everyone treat others with dignity, and that opinions and all other communications be afforded due consideration and respect: mocking, scoffing, ridiculing, insulting, or any similarly disrespectful display of behavior is strictly forbidden, will not be tolerated, will lead to expulsion from the classroom without further warning, and may adversely affect your grade and status within the Honors College;
- TIMIDITY: If you have any reservations or concerns regarding active participation in the class, please address them confidentially with me, your instructor, prior to the commencement of the class session, and I will work with you to achieve a satisfactory workaround.

Reflection Papers (20 pts.)

- Students will be required to submit reflection papers during the course of the semester. The papers will assess your comprehension of the course material, allow you to demonstrate and/or analyze covered topics and issues, and enable you to communicate your perceptions and subjective opinions on a given matter;
- The reflection paper should be at least 250 words in length. There will be a total of FOUR per semester. They will be turned in via Canvas upload. The goal here is comprehension and effective communication, not an exercise in lengthy writing;
- Further instructions will be given in class before the first reflection paper is due.

Final Exam (30 pts. - Fall semester only)

- There will be a final exam for the Fall semester, which will be administered per the University's final exam schedule and policies;
- the exam will cover the first half of this year-long course and will assess the students' critical thinking skills, allowing them to showcase their mastery, awareness, perception, and engagement in the subject matter and topics covered in class;
- The exam will be entirely open book and open notes - allowing for application of what the student has learned and not merely a regurgitation of memorized information;

- The format of the exam will be short answer and essay.

Course Project (30 pts. - Spring semester only)

- The year will culminate with a graded, 30-point, presentation of a semester-long combined individual and group project showing the knowledge gained and analytical tools developed throughout the course. Groups will be assigned at the beginning of the semester and the project will be instructor-guided and peer-reviewed throughout the term;
- It should be noted that the project will count as the final, therefore there will be no additional final examination in the Spring semester;
- More information, group assignments, and a [Project Instruction Document](#) will be distributed to students at the beginning of the Spring semester.

Extra Credit Opportunities

Students will have the ability to earn extra credit points by attending FIU and other events, and performing service activities, as announced in class form time to time. Each such activity will count 1 extra credit point.

Other Information

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](#) (DRC), if you have not done so already.

Global Learning Outcomes for IDH 3034-3035

- The information contained in this section is required per the Office of Global Learning. For more information on Global Learning requirements and resources, please speak to your instructor, your Honors College adviser, or to the University's Office of Global Learning at <https://goglobal.fiu.edu/>

Global Awareness Objective

“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 Perspective Objective

“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 Objective

“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 economics, politics, technology, sociology, and cultural diversity.

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. See <http://honors.fiu.edu/current-students/citizenship/>.

Student Portfolio

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 <http://honors.fiu.edu/current-students/community-service/>.

- Please note that both the reflection papers and especially the group project may be useful to you, the student, in completing any of the following Honors College Learning Outcomes:
 - Research Skill
 - Interdisciplinarity and Connectivity
 - Global Learning
 - Leadership and Community Engagement

Honors College Statement of Academic Misconduct

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.

Academic Misconduct 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/honors-policies/>), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html>

Course Calendar: FALL

**** NOTE:** This is a dynamic course. The content has been divided into broad topic Modules that will be covered during the one-year timeline of the course. However, please be aware that, in order to leverage current events and the availability of outside resources, the order of these Modules may be changed, or substitutions made, by your instructor, with proper advance notice. ***Due consideration will also be given to students' research and academic interests. NOTE that one or more modules may be assigned for any one class session!***

PART I Power

Tuesday, **AUG 21** Introduction to Power

AUG 28 Political power

SEP 04 Economic power

SEP 11 Other sources of power

SEP 18 Other sources of power (cont'd)

SEP 25 Limitations and checks on power

PART II Change

OCT 02 Introduction to Change

OCT 09 The enemies of change

OCT 16 Cordial change

OCT 23 Antagonistic change

OCT 30 Last-ditch efforts

NOV 06 *Special Topic:* Election Day in America

NOV 13 System failures: the use of force

NOV 20 *Special Topic:* Personal choices

NOV 27 Semester recap and final review

Week of DEC 03 **Finals Week** - the final exam will be per the FIU final exam schedule

Additional Sources of useful FIU Information

Before starting this course, please review the following pages:

- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)

Please refer to the following documents for additional information:

- [FIU Code of Academic Integrity](#)
- [FIU Honors College Plagiarism Policy](#)