

IDH 4007, Section EA9
Spring 2022
Thursdays, 9:30 am – 12:15 pm
AHC4-202

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Course Description and Expectations

Both individually and collectively, the value of your Study-Abroad experience in the UK this summer will be determined as much, perhaps more, by what you choose to put into it, not by me and what I might call out for you to do. In that spirit, I would like you to approach this course, IDH 4007, as a semester-long invitation from me to you to throw your whole self into this splendid opportunity. I've tried to design this class as a portal through which you may travel, the better to prepare for a life-changing experience in London and the UK this June and July.

This is exactly why, after the first two weeks, the class will be structured around class presentations: I want the twenty of you to make sense of this country and land and its people and history. I could stand up for 10-14 weeks and lecture or lead discussion, but then you'd be receiving "my" England, "my" UK, a version of the nation-state filtered predominantly through its literature, art and history. (Boring!) This would be a valid approach in a course where I was called to profess "English literature" or "English history," but that's decidedly not this class. Here, I intend to give you the opportunity to make your own sense of the land we will visit together, in a deep and respectful manner, so you can then test your ideas and concepts when we are travelling together. Don't worry though, I will not be an absent, nor an absent-minded, professor either this spring or summer; rather, I plan to act as your guide, your provoker-in-chief, your questioner and examiner, your co-traveler in this journey of the intellect and spirit.

So what is it we will be doing this spring term? First, I want you to prepare for each class by spending between 1 or 2 hours (at most) reading from Robert Tombs, *The English and their History* (Penguin, 2015). Even if you only skim the assigned chapters each week, which is all that I intend, you are going to pick up all kinds of knowledge about England and the rest of the UK, learning that will make you a better and more informed visitor and traveler there, something much more than an "accidental tourist." This reading is for your benefit—I will give you a low-stakes quiz each week at the beginning of class, just as an incentive to do it! These quizzes will be for five points each; you'll take 11 of them during the semester, I'll drop the lowest grade, and then average the other grades together—these quizzes will be worth 5% of your final grade. Some weeks, I am only asking you to read a few chapters of the book, other weeks the reading is a bit more extensive. I never want you to spend more time two hours on the reading, unless you have no other work and are so compelled by the writing and the flow of ideas that you really want to read closely and carefully. Generally, though, I want you to read these chapters with pleasure—skim, indulge yourself in the many pictures and maps, and if you are so inclined, let Tombs' ideas lead you onward to other places, further investigation. You don't even need to take notes—just read and learn! I believe the book is available for purchase in the FIU Bookstore; you can also look for a copy online from Amazon or another wholesaler, download it to your Kindle, or look for a downloadable pdf version online—however you choose to access it is fine with me, as long as you make a good effort to complete the readings, and show me as much through your quiz grades.

On some of our Thursdays together, I hope to arrange meetings with you off campus for field trips, or on campus, but just doing different kinds of activities. When we do so, there will be no reading of Tombs expected during such weeks, no quizzes, and no class presentations either. Rather, these weeks will provide us a chance to meet off campus and learn in an entirely different mode. If you are amenable and able, I might plan a field trip or off-site visit for the Thursday of Spring Break, March 3, at a site yet to be determined. You might object that this is during Spring Break—true! Thus, if I proceed with this idea, I will not require nor compel your attendance—it will be an invitation. On April 7, I will be traveling, so something different will occur on this particular day as well—maybe a guest lecture, or a self-led activity, or a meet and greet with Laura, our summer program assistant. We shall see! Finally towards the end of the semester, perhaps on April 21, I hope to schedule a class visit to the British Consulate in Miami, where we will talk with Consular General Nicolette Brent and her staff. In addition to these field trips or free days, I'll also do my best throughout the spring to arrange for movies and other British or UK-themed activities and opportunities for you—stay tuned. I'm also willing to meet with you on a few Saturdays during the semester to go on hikes, build up our stamina, and build community. Stay tuned on this as well.

So, what will a “normal” Thursday morning look like for us? The first half of class, from 9:30 – 10:45, will be taken up with a group presentation on the designated historical period under review that week. The second half of class, from 11:00 – 12:15, will frequently consist of four more 15-minute presentations, two “Wildcard” presentations and two “Site Report” presentations. Each of these are described more fully below but let me be clear about one thing from the outset. Each of you will a) work with one classmate on a major presentation tied to a historical period; b) offer a “Wildcard” presentation also tied to one of our periods; and c) do a “Site Report” presentation that is tied to a place we are going to visit while in London and the UK. In short, Thursdays will be all about you formulating your own ideas and thinking and presenting these concepts to your classmates. Each of you will be making three presentations, therefore.

Of these three, the “big deal” will be your historical presentation, which you will prepare and do with a chosen classmate. Following our readings from Tombs' tome, each of you in pairs will be choosing a different period—the sweep of British history divided into ten! Alongside your partner, I want you to develop a 60-75 minute Power-point presentation that will cogently offer some intriguing and memorable perspective on the period under question. Don't try to cover everything; rather find a slice of your history that you can present that bears the stamp of the age, and that is of interest to you. For example, the first pair to present, on January 27, in just two weeks, gets “medieval England.” This is just too big and broad a slice of history to cover it all, and none of us need to become expert in medieval English history for the sake of this course or our travels this summer. Instead, what would be great would be a presentation delving into the legend of King Arthur; or Robin hood; or the building of a medieval Cathedral; or the rise of the University during this time; or 14th century life as represented by Chaucer and his contemporary poets; or the stratification of medieval England into castes—any of these, or other comparable explorations, will give you and your classmates a deep slice of the picture at that time. (Your reading of Tombs can provide the wide sweep of history—your job in the presentation is to go in depth on some facet of the period that you and your partner find of interest and wish to convey to your classmates.) This part of the course is worth 30% of your final grade: 10 points for the power-point presentation itself (style, optics, quality of information, research and inquiry); 10 points for the oral presentation and delivery, and how well you work with your partner; 5 points for how well you generate and

lead discussion with your classmates; and up to 5 more points, to be given by your classmates, on how engaging they found your presentation to be. (I'll average your classmates' scores).

Secondly, each of you will do one "Wildcard" presentation during the semester. This will be done individually; you will do it on a different day from your historical presentation. In any mode you see fit, for 15 minutes you will offer a further perspective tied into the period we are discussing—as long as what you do ties in to the time period, you're good! Let's say you are a "Wildcard" presenter on January 27, our "medieval" day. Choose anything remotely "medieval" and bring it to your classmates in any style you choose. Read Chaucer in Middle English. Sing some medieval chants. Cook up a medieval dish and serve it. Dress like your favorite medieval person and explain your costume. Please connect with the two class leaders that day, to ensure that rather than overlapping with them, you bring something distinct to the table. Have fun with this and be creative. This will be worth 15% of your grade: 10 points for your creativity and 5 points for your ability to relate, orally, what you are doing or exploring to your classmates. The first year I taught this class, many of my students did PowerPoint presentations for this assignment; in the second year, 2020, following my lead, things got much more innovative—games, gender reveal parties, period fashion dolls, "Write my Life" style presentations. Go wild and get artistic with these presentations--I'd love to see you be even MORE imaginative than my 2020 students!

Thirdly, and for another 15% of your final grade, each of you will be asked to prepare one 15 minute "Site Report" for your classmates. This may be a Power Point, and it should include several images of your site or location (5 points), description of its history and import (5 points), and a final slide detailing "for further reading" on your site, books, articles, web content (5 points). You will note as we go over the syllabus shortly, I've already designated the 20 sites, and assigned them in a manner that (somewhat) accords to their history. For example, "Canterbury" and "Conwy Castle or the Tower of London" both fall on our "medieval day," so if you end up choosing or being assigned either of these two sites/cities, I'd recommend that you tie your remarks and pictures to the various obvious medieval legacies of either city.

Ideally, your group presentation, your Wildcard, and your Site Report will fall on three separate days—this is how I aim to arrange things—so you'll have three days you are "on" and expected to prepare something, and the other Thursdays you can just sit back, listen, learn and participate!

Continuing in this vein, on our final day of class, April 28, we are going to teach each other about contemporary Britain by making brief 8 - 10 minute presentations, on different features of contemporary life in Britain. This will be worth 10% of your final grade. Have fun with this.

Your final assignment will be the preparation of a research proposal, which you will turn into me on April 28. Worth 5% of your grade (another 5 points), this short paper will look forward to the summer term, when during your travels you will also be researching and taking in information on some question of interest to you—all of which will become your major paper or project crafted *after* we return from the UK. This proposal will constitute your preliminary research on the topic: ideas, plans, notes, images, scribbles, pictures and images, and a bibliography for further reading.

Attendance and Participation also are each worth 10% each of your final grade.

Covid-19 Protocols

I ask all of you to use common sense, self-respect, and care for each other to guide you in how you approach our continuing public health situation surrounding Covid-19 and the present Omicron variant. Our classroom is not large, but I recommend that we spread out as best we can within the room. I recommend that we wear masks, though I will not mandate this, nor will I attempt to enforce mask usage. I hope that you are all vaccinated and boosted; if not, I strongly recommend you take these steps now—not just for your safety and well-being here at FIU this Spring term, but too for your smooth entry into, and safety and health while you are in the UK this summer. Speaking of summer travel, here is a website to which we will ALL need to pay close attention throughout this spring, and especially in May: <https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19>

If you are not feeling well, or you test positive for Covid, do not come to class. Reach out to me without hesitation by either email or What's App, and we will make do. If you are ill on a day that you are scheduled to present, have no fear. Flexibility and patience are key here: I will practice these traits continually, and I ask you to do the same.

Below are the FIU's official policies as regards Covid:

- **Daily and before arriving to campus, complete the P3 app.** If you are not given the green check mark to enter campus, then return home, and contact your section professor by email.
- **Please check your FIU email account and your Canvas course at least once a day.** Email and Canvas are the best ways for the university, and your professors, to contact you.
- If you do not feel well, have tested positive for COVID, or have been in contact with a person with COVID while not yet being fully vaccinated, ***please do not come to class, immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact your section professor by email as soon as you can. To excuse absences for P3 failure/COVID, please contact the COVID Response Team at 305-348-1919.*** If you are directed to quarantine because of COVID-19, your absences will be considered excused. As above with absences due to religious observance or University events, all work missed during quarantine needs to be made-up in a timely manner, as agreed to with your section professor.
- A **vaccinated, asymptomatic** individual exposed to a COVID positive person does not need to quarantine. They need to continue to wear a mask. It is recommended to test 3-5 days post known exposure. However, if at any time they become symptomatic, they need to test immediately. If the test returns positive, they need to follow the COVID positive protocol at that time.
- Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.
- Missing excessive days may lead to failing a class or a grade of incomplete.

- For us to assist you in achieving your goals, it is important for you to contact one of us as soon as you experience any events that might disrupt your course participation.
- For up-to-date information about COVID, please see the repopulation.fiu.edu FAQs.”

Honors College Policy regarding IDH 4008 this summer

As communicated to you from the time you registered in the program, all Honors College Study Abroad programs are contingent upon the COVID situation and FIU's decision. FIU continues to carefully monitor the public health situation around the world.

Please keep in mind that there is a possibility that the program will not be allowed to travel in the summer even if you are taking IDH 4007 in the spring.

- If your program is allowed to travel in the summer, you will later be enrolled in IDH 4008 for Summer 2022.
- If FIU decides to not allow your program to travel in the summer, you will be allowed to remain in IDH 4007 for the Spring 2022 semester. In that case, IDH 4008 will be canceled for Summer 2022. Please work with the Honors College on a course contingency plan in case you cannot take IDH 4008.

Professor Sutton's Policy regarding IDH 4007 and IDH 4008

I am hoping for the best, trying to prepare for the worst. Here's what I know, and what I don't know:

- this spring term class, IDH 4007, is happening. I intend to do all that I can to make this course special for you, regardless of the fate of IDH 4008 and summer travel.
- If IDH 4008 is cancelled, we will regroup and readjust in terms of what is expected for IDH 4007. Such decisions will be made with your input. The ultimate goal is to ensure a valuable and enjoyable learning experience for you this spring, irrespective of what happens this summer.
- The green-light to travel to the UK will depend primarily on the perceived risk of such travel there, as determined by the FIU Global administrative team—decisions will be based on such factors as the CDC country rating. Currently the UK is listed at level 4; we need this to fall to level 3, I believe, for travel to be permitted by FIU. Thus, although this is out of our hands, if you want to track this rating, you may do so. Watch reports out of the UK, and hope that the Omicron wave hits its peak very soon, and then quickly subsides.
- If we are permitted to travel, I will be fully involved with securing all planned travel and visits in the UK, working with the program's agent.

Syllabus

Thursday Jan. 13: Introductions and Orientation; Course Expectations; Assignments; Looking toward the Summer and our Study-Abroad experience together

Thursday Jan. 20: before 500 CE. Ancient Britain. Please skim Tombs, Introduction and Prelude, pp. 1-22

- Reading Quiz #1
- Professor Sutton will do a Presentation on Roman Britain
- Site Report #1: Stonehenge
- Site Report #2: Lullingstone Roman villa OR The Roman Baths in Bath

Thursday Jan. 27: 500-1485. Medieval Britain. Please skim Tombs, Chapters 1–4, pp. 23-154

- Reading Quiz #2
- Group Presentation #1, on the (very long) Middle Ages in Britain
- Wildcard Presentation #1
- Wildcard Presentation #2
- Site Report #3: Conwy Castle (Wales) OR The Tower of London
- Site Report #4: Canterbury Cathedral and the city of Canterbury

Thursday Feb. 3: 1485-1603. Renaissance and Reformation in Britain; the Age of the Tudors. Please skim Tombs, Chapter 5, pp. 157-203

- Reading Quiz #3
- Group Presentation #2, on 16th century England, the Tudor Age
- Wildcard Presentation #3
- Wildcard Presentation #4
- Site Report #5: Cambridge University, focusing on medieval and Tudor buildings—such as King’s College Chapel, Cambridge,
- Site Report #6: Hampton Court

Thursday Feb. 10: 1603-1688. The Stuarts and the Civil War; Interregnum; the Restoration of Stuart monarchs. Please skim Tombs, Chapter 6, pp. 204-271

- Reading Quiz #4
- Group Presentation #3, early Stuart England, the English Civil War, Cromwell and the Interregnum, and the Restoration of the Stuarts
- Wildcard Presentation #5
- Wildcard Presentation #6
- Site Report #7: Oxford University, focusing on 17th century buildings
- Site Report #8: Wren’s Church’s in London, especially St. Paul’s Cathedral

Thursday Feb. 17: 1688-1783: The Glorious Revolution and the Eighteenth Century, Wars in the Atlantic, the American Revolution as viewed from the UK. Please skim Tombs, Chapters 7 , 8 and 9, pp. 275-366

- Reading Quiz #5
- Group Presentation #4, on the Glorious Revolution and the Eighteenth Century

- Wildcard Presentation #7
- Wildcard Presentation #8
- Site Report #9: Blenheim Palace
- Site Report #10: London's Theatres

Thursday Feb. 24: 1783-1815, Skim Tombs, Chapters 10 and 11, pp. 367- 414

- Reading Quiz #6
- Group Presentation #5 on the “Romantic Era,” French Revolution, Regency era, Battle of Waterloo
- Wildcard Presentation #9
- Wildcard Presentation #10
- Site Report #11: City of Bath, era of Jane Austen
- Site Report #12: London's Parks, esp. Regent's Park and the surrounding area

Thursday March 3: Spring Break, Possible Optional off-campus meeting or activity, tbd?

Thursday March 10: 1815-1901. The Age of Dickens and Queen Victoria. Please skim Tombs, Chapters 12 and 13, pp. 417-533.

- Reading Quiz #7
- Group Presentation #6 on the 19th century
- Wildcard Presentation #11
- Wildcard Presentation #12
- Site Report #13: Manchester, Victorian Powerhouse, new city!
- Site Report #14: London, Houses of Parliament

Thursday March 17: 1815-1914. Victorian England revisited, as Imperial Power. Please skim Tombs, Chapter 14, pp. 534-591.

- Reading Quiz #8
- Group Presentation #7 on Imperial Britain
- Wildcard Presentation #13
- Wildcard Presentation #14
- Site Report #15: London—The British Museum
- Site Report #16: Llandudno, Snowdonia, Wales

Thursday March 24: 1914-1939. World War I and the Inter-war Period. Please skim Tombs, Chapters 15 and 16, pp. 595-686.

- Reading Quiz #9
- Group Presentation #8 on the Great War and its Aftermath
- Wildcard Presentation #15
- Wildcard Presentation #16

Thursday March 31: 1939-1979. World War II and Post-War Britain. Please skim Tombs, chapters 17 and 18, pp. 687-782.

- Reading Quiz #10
- Group Presentation #9 on World War II and its Aftermath

- Wildcard Presentation #17
- Wildcard Presentation #18
- Site Report #17: Liverpool, the Beatles, the re-development of an old industrial city
- Site Report #18: London—Shopping

Thursday April 7: Free Day of some sort, tbd later in semester (Prof. Sutton will be traveling to Jacksonville for the Shakespeare Association of America Conference)

Thursday April 14: 1979-2019: The Last 40 Years. Please skim Tombs, Chapters 19-21 and Conclusion, pp. 783-891.

- Reading Quiz #11
- Group Presentation #10 on Britain in the Age of Thatcher, Blair, Brexit and Megxit
- Wildcard Presentation #19
- Wildcard Presentation #20
- Site Report #19: Belfast and Northern Ireland, “The Troubles” and the Murals, the new Northern Ireland, GoT Tourism and the Titanic Museum
- Site Report #20: London—“The City” and Financial Centers of London

Thursday April 21: Class Field Trip. Please meet me at the British Consulate between 9:30 and 9:45 a.m. Address is 1001 Brickell Bay Dr Suite 2800, Miami, FL 33131. We will need IDs to enter. From 10 -11:15, we will have a conversation with Consular General Nicolette Brent and her staff about the work that they do here in Miami, throughout Florida and the Caribbean. (This event is yet to be confirmed—it could move to a Thursday earlier in March or April; if so, all days after will just be set back one week). If we are unable to visit the Consulate at all this semester, then we will use this day for something else, to be determined. Something fun, I promise.

Thursday April 28: Class meets in AHC4-220 from 9:45 – 11:45. Please turn in your Individual Research Portfolio.

Presentations on various aspects of contemporary Britain, each lasting 8-10 minutes. Options include:

- British Music Scene
- British Film Industry
- British Television
- British Arts Scene
- Brexit and Contemporary Politics in the UK
- British Theatre
- British Fashion Industry
- British Food
- The Royal Family
- British Pastimes and Sports (should have little or no foothold in the States)
- British Science
- British Medicine
- British Dentistry
- The Man Booker Prize and contemporary British Writers
- British Intelligence and Espionage, MI-5

- British Military and its Engagements
- Race and Ethnicity in Contemporary Britain
- Religious, Sexual, and Gender Diversity in Contemporary Britain
- The British Legal System
- British Crime and Horror

Tentative Grading Scale

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|----------|----|
| 94-100 | A |
| 90-93.4 | A- |
| 87-89.99 | B+ |
| 84-86.99 | B |
| 80-83.99 | B- |
| 77-79.99 | C+ |
| 70-76.99 | C |
| 60-69.99 | D |
| 0-59.99 | F |

Honor Code/Conduct Code

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.

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 actions, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/students/policies/#misconduct>) and Academic Misconduct Procedures.

Registration for 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.

Disabilities

Students with disabilities who feel they may need accommodations in class should visit the Office of Disability Services (website: <http://drc.fiu.edu>) and ensure the appropriate accommodations. Please be certain to present Professors Abukhodeir, Gerstman or Sutton with the documentation as soon as possible. As assignment due dates draw near, it is the student’s responsibility to make special arrangements through the DRC, as necessary.

Religious Observances

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.

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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals and is not graded, though it is a requirement for graduation from the Honors College. 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 course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see www.honors.fiu.edu/portfolios.

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.

Community Service Requirement

All Honors College students must complete at least 20 volunteer service hours per academic year (fall/spring). An important part of being a member of the Honors College is demonstrating leadership by serving the extended community. The best way to be involved is by working with the City of Sweetwater via our unique Honors College-Sweetwater Partnership. Opportunities there include tutoring, working with the Senior Citizens' Center, offering citizenship classes, and helping the Li'l Abner Foundation's work with children. Other opportunities include working with virtually any non-profit organization and campus fundraising projects. For more information, contact the Coordinator of Student Programs at 305-348-4100. To document your community service hours, log onto MyHonors. Volunteer hours DO NOT count toward the 20 citizenship points.

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/>