

**Origins of Ideas and Ideas of Origins**  
IDH 1001 U01-U04 Fall 2016  
The Honors College  
Florida International University

**Large Group Class:**

Tuesdays, 9:30-10:45a.m.

Room: SASC 352

(Student Academic Success Center Room 352; new bldg adjacent to GC)

**Small Groups (by section number/professor)**

Thursdays, 9:30-10:45a.m.

Each section is in a different location; check your section enrollment on [myFIU](#)

**U01- Joseph Lichter**

Classroom: GC 279 B

Office hours: Wed 2-4pm or by appt, CP307

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**U03- José Rodríguez**

Classroom: AHC4- 202

Office Hours: by appointment

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**U02- Adam Gorelick**

Classroom: AHC4-302

Office hours: by appointment, DM 233

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**U04- Pioneer Winter**

Classroom: DM194

Office hours: by appointment

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**Course Overview**

This first-year, Honors College course will ask some important questions: *what is knowledge* and *how do we acquire it* (i.e. epistemology), *how does language impact knowledge*, what constitutes the varied *processes of acquiring knowledge* (i.e. the scientific process, the creativity process), what is our *social responsibility* with respect to our understanding of knowledge and more. Given the uniqueness of an election year, there will be a section devoted to the *impact/process of the presidential election*. We will use a variety of sources from classic texts, historically relevant books and excerpts, current bestsellers, various podcasts, news articles, movies, cartoons, and more.

On Tuesdays, our four sections will meet together for a lecture, discussion, film or other presentation. Each week we will address a different topic (see the schedule below). On Thursdays, students will meet in their assigned sections to explore more deeply the subject of Tuesday's session. Students are expected to come to class prepared (i.e., read/listened to assigned material, bring **iClickers**) and to participate fully in class discussions and activities. IDH1001 is a web-assisted course using the learning management system **Blackboard**. Assignments, electronic readings, the discussion board, video, music and supplementary material will be found there. You **MUST** use **Blackboard** to be able to participate in the course. Your usage is diligently tracked by the Blackboard system and is available to your professors. For more information on **Blackboard** and e-Campus, visit <http://ecampus.fiu.edu/>.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Describe and discuss seminal issues in the theory of knowledge covered in this course.
- Apply pertinent concerns raised in class with respect to what knowledge is and how it is acquired, and incorporate this into their reflections on contemporary issues: social, moral, political, scientific, etc.
- Recognize and articulate the ways in which perception, conception, memory, and language affect our ideas about the nature and origins of human beings and of our societies.
- Recognize different approaches to the questions of natural and human origins.
- Outline the scientific process and identify the importance of the creative process.

- Describe and discuss how different ways of knowing can cause conflicts in contemporary society.

### **Required Readings**

Readings will be taken from excerpts from the sources listed below. You are not required to purchase any books for this course. Additional readings may be assigned at the faculty's discretion.

- *Introduction to Mythology*, Thury and Devinney
- *Republic*, Plato
- *Sapiens*, Yuval Harari
- *Structure of Scientific Revolutions*, Thomas Kuhn
- *End of Science*, John Horgan
- *Escape from Freedom* and *On Disobedience*, Erich Fromm
- *Modern Philosophy*, Roger Scruton

### **Grading Scale**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

### **Graded Assignments**

- Infographic project – 20%
- Myth paper (2500 words) – 20%
- Future of science (1500 words)– 20%
- Miami/Politics video presentation – 20%
- Tuesday Quizzes/Participation – 10%
- Thursday Participation – 10%

### **Infographic Project (20%) Due: September 22**

Your first assignment will be done in **groups** (to be determined by your small section instructor). You will develop an infographic that will either **1)** Explain why *homo sapiens* are the dominant species, **2)** Compare the various ways of knowing or **3)** a topic of your choosing (with the approval of your Thursday instructor). Like the name implies, an infographic is an image or slide that gives information about a particular topic/problem. The utility of infographics in such areas as business, research, and science is tantamount to a research paper in that area, if not even more valuable for its visual quality. You can find more information on how to arrange the infographic (10 steps to designing one: <http://www.fastcodesign.com/1670019/10-steps-to-designing-an-amazing-infographic>). You will be graded on the presentation, the information presented (accuracy and amount), and your use of sources. Presentations will be made in during Small Group meeting on Thursdays.

### **Myth Paper (20%) Due: October 13**

Your first writing assignment will be a fictional narrative or “myth.” The purpose of the assignment is to write a narrative that can explain human/world experiences. The narrative must include some of the main elements of myth (i.e. explanation of natural origins, tension between good and evil, the hero’s journey, loss of innocence from youth/adult, end of time story, birth/death, apocalypse, etc.). As we discuss the ways of knowing in the first few weeks of the course, we will discuss the relevance of myth as a way that human beings have been able to organize governments, religions, moneys, and other mainstays of societies. Many of the basic myths that have been told have utility in the way we organize our society: stories about family, organized communities, and even some of the early tales about creation and natural disasters. Your narrative should be 1500 words long, accompanied by an author’s commentary of at least 1000 words addressing the specific mythic elements you’ve chosen and why. It will be submitted as a hard copy, as well as on *Turnitin* links on Blackboard. Do NOT just copy the same existing popular myth stories from religious texts, television, or movies. A rubric will be disseminated at the onset of discussion in the smaller Thursday sections.

### **Future of Science Paper (20%) Due: November 10**

Your second writing assignment will be a 1500 word paper discussing the future of science. At this point in your semester, you will have developed a definition of science and can evaluate the potential for more discoveries of

fundamental and applied sciences. You may use whatever time frame you desire (can be anything from the next 50 years, 100 years, 500 years, or beyond). Many of the texts we will read will discuss the scientific process, the role of scientific revolutions, and even some theories that the most profound scientific advances have been found and that not much more can be stumbled upon. This assignment will be evaluated for your ability to use existing resources to help support your argument. You will not be *graded on* whether you argue that science will continue to flourish or be less successful, but rather *how you justify* such an argument. You must include at least 5 sources (in addition to anything you find valuable from the assigned readings). Look for primary sources, journal articles related to big questions in science, interviews, and more. A rubric will be disseminated to the class prior to the start of the assignment.

### **Miami/Politics video presentation (20%) Due: November 22 or 29**

For your final presentation in the course, you must put together a 5-7-minute-long video of your evaluation of the political climate in Miami. This video project can include your experience in voting, interviewing people at the polls, working on a campaign, canvassing, clips from news articles, music, re-enactments, discussions with family and friends, and more. Your creativity will be judged as well as your ability to produce a well made video that conveys a message about how you felt the political climate in South Florida (or more specifically a city or town within South Florida).

### **Tuesday quizzes/participation (10%)**

Quiz questions (generally 4-5 questions) will be administered every Tuesday during different points of a class session. Generally, these will either be embedded within a PowerPoint, or to start the class section (don't be late) or the end (don't leave early). The lecturer has the discretion as to when the quiz will be given. **Attendance** will be taken via the quiz, so being on time and present throughout the entire class is crucial.

### **Thursday participation**

The Thursday classes will be with ~20 other students in the room. It will be much smaller than most of your other university courses. As a result, these sessions will be very student-centered, mostly discussions/arguments about the topics presented on Tuesday. Your instructor will be grading you based on your participation. Therefore, even if you don't generally like to speak up in class, you will start to do so unless you want to lose 10% of your class grade.

### **Guidelines for Written Work**

- All written work must consistently adhere to the [MLA Formatting and Style Guide](#). Students are advised to carefully proofread *all* papers before submitting them. All students are encouraged to take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students. For more information, go to <http://writingcenter.fiu.edu/>.
- All written work is submitted through *Turnitin* links on Blackboard. Plagiarism can result in expulsion from the Honors College and will have a negative effect on your entire academic career. All written work must include on the title page the following: your full name, Panther ID, course number, course section, and the name of the professor. All papers must be double spaced, use one-inch margins, and in 12-point font, with either Times New Roman or Calibri font type.

### **Attendance/Classroom Etiquette**

Class attendance is mandatory, this course is heavily reliant on student participation and interaction. Failure to attend class on a regular basis will deprive students of the needed context from which to understand the readings and assignments. It is the student's responsibility to check with his/her peers regarding missed work or discussions. It is not the responsibility of the professor to repeat lessons or announcements to students who missed class time.

There will be **no make-ups for missed work**. Students are responsible for all material presented and all announcements made in class. Students are expected to read all emails sent by the professor and it will be assumed that the student is aware of all material and calendar changes and other messages communicated through email or via Blackboard.

Class time is NOT the place to be checking emails, texts, watching TV shows, or being on social media. Please be respectful, not just of the person presenting, but also of your classmates near you. If we see that there is an abuse of electronics, we will deduct points from your participation grade.

### **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.

### **Disability Resources**

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 your instructor with the documentation as soon as possible.

### **Academic Misconduct Policy**

Registration in 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:

FIU Code of Academic Integrity: <http://undergrad.fiu.edu/academic-integrity/index.html>

### **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.

FIU Honors College Plagiarism Policy: <http://honors.fiu.edu/students/policies/#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 , and the Academic Misconduct Procedures.

### **Student Portfolios**

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what "artifacts" or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. 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 Honors College course includes at least one assignment that could potentially fit portfolio requirements.

**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**.

*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.

## COURSE CALENDAR

*Each week we will address big questions. By the end of the session you should have an answer to the question posted here. All dates on this calendar are tentative and the instructors hold the right to change due dates and presentation dates, providing ample notice to students.*

<b>Class</b>	<b>Big Question</b>	<b>Lead Instructor</b>	<b>Readings/Assignments</b> (Links on Blackboard)
Week 1: Aug 23 /25	Why am I in the Honors College?	All	Plato's Allegory of the Cave
Week 2: Aug 30/Sep 1	What makes human beings the dominant species?	Lichter	Harari's Sapiens (1 <sup>st</sup> 50 pages excerpt)
Week 3: Sep 6/Sep 8	What is knowledge? What distinguished truth from belief? What are the different ways of acquiring knowledge?	Rodriguez	Excerpts from Scruton's <i>Modern Philosophy</i> ; online videos
Week 4: Sep 13/Sep 15	How does language affect the way we know things?	Rodriguez	Excerpts from Scruton's <i>Modern Philosophy</i> ; online videos
Week 5: Sep 20/ Sep 22	How does myth play a role in human evolution?	Gorelick	Introduction to Myth <b><i>DUE Sept 22: Infographic Project</i></b>
Week 6: Sep 27/Sep 29	What are some common mythic elements	Gorelick	Reading available on Blackboard
Week 7: Oct 4/ Oct 6	How is the creative process a way we acquire knowledge?	Winter	Reading available on Blackboard
Week 8: Oct 11/Oct 13	What does creativity tell us about the human experience and questioning authority?	Winter	Reading available on Blackboard <b><i>DUE Oct 13: Myth Paper</i></b>
Week 9: Oct 18/Oct 20	How does modern science work as a process?	Lichter	Excerpts from Kuhn's <i>Structure for Scientific Revolutions</i>
Week 10: Oct 25/Oct 27	Where are we as a society in the sciences now?	Lichter	Excerpts from Klosterman's <i>But what if We're Wrong</i> and Horgen's <i>End of Science</i>
Week 11: Nov 1/Nov 3	How does film provide knowledge? How does knowledge play a role in the political process?	Guest Lecture: Camila Alvarez	TBA
Week 12: Nov 8/Nov 10	What is the political climate in Miami?	All	<b><i>DUE Nov 10: Future of Science Paper</i></b>
Week 13: Nov 15/Nov 17	How did the election turn out? What can we expect? What is the climate in Miami now that the election is over?	All	
Week 14: Nov 22/Nov 24	Video Presentations	All	Nov 24: No Class (Thanksgiving Day)
Week 15: Nov 29/Dec 1	Video Presentations	All	
Week 16: Dec 6	Discuss Spring semester and Reacting to the Past (RTTP)	Rodriguez & Winter	