



Origins of Ideas and Ideas of Origins

IDH 1001 – Fall 2016

Classrooms and Professor Contacts

Lecture/Large-group classes: Tuesdays at 2:00 PM in VH 131

Discussion/Small-group classes meet on Thursdays 12:30-1:45 as follows:

Sian Evans

GC 283A

Office Hours by Appointment, OE 221

sevans@fiu.edu 305-238-9981

Michael Christie

PC 432

Office Hours by Appointment, EC 2763

mchristi@fiu.edu 305-348-7392

Bernard Gerstman

OE 222

Office Hours by Appointment, CP 232

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Janet McDaniel

ACH5 212A/B

Office Hours by Appointment, DM 233

jmcdanie@fiu.edu 305-348-4100

Course Overview

This semester we will be exploring the origins of ideas and ideas of origins or how we became us. We will be looking at the evolution of ideas through myth, tradition, science and culture. We will investigate the ways in which new knowledge affects our changing worldview through our social phenomenon, political structures and science as practice.

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.
- Incorporate into their reflections on contemporary social, moral, political, scientific, issues, etc. apply pertinent concerns raised in class with respect to: what knowledge is, how it is acquired and understood, and the role it plays in societies.

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

Required Readings

There are no textbooks to purchase for this class. All readings will be posted on Blackboard. Readings must be completed before the Tuesday lecture and assessment of the readings will be incorporated in the Annotated Bibliography assignment, the Reaction Papers and your Class Participation grade. **NOTE:** not all of the semester readings are listed below on the course calendar. The complete list will be posted on Blackboard

Attendance and Classroom Etiquette

Class attendance is an important component of your grade. You will be allowed one unexcused absence no questions asked, with no penalty. Any additional absence will incur a 5-point penalty per occurrence. If you notify your professor BEFORE class, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor before class, there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

The use of cellular phones, smart watches or any other device for voice or text communication is prohibited for the duration of the class. **YOU MUST TURN OFF AND PUT AWAY ALL ELECTRONIC DEVICES AT THE BEGINNING OF CLASS.**

Guidelines for Written Work

All written work must consistently adhere to your individual professor's guidelines which will be discussed in the individual Thursday sections and will be posted on Blackboard by each instructor for their sections. 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. Center offices are located in GL 120 (MMC), Glen Hubert Library, First Floor (BBC), and EC 2780 at the Engineering Center. For more information, go to <http://writingcenter.fiu.edu/>.

All written work is submitted through Turnitin. Plagiarism can result in expulsion from the Honors College and will have a negative effect on your entire college career. All written work

must include your name, Panther ID number, course number, and the name of the professor on the title page. It must be double spaced, 1-inch margins (top, bottom, left, and right) and in 12 point font, Times New Roman or Calibri.

Course Requirements

Please take the time to read through the description of each course requirement. If you have any questions, talk to us early in the semester.

Reflection Papers and Quizzes 25% of Final Grade

You will submit reflection papers and take quizzes throughout the semester. Dates and reflection prompts will be posted on Blackboard. Papers should be 1 – 2 pages and include proper bibliographic reference.

Annotated Bibliography 20% of Final Grade

You will create an annotated bibliography that includes the following: 1) a bibliographic entry for each reading assigned this semester 2) sources you use for your Infographic research project. Annotations should be one paragraph and contain the following:

- Brief summary of the article
- Knowledge, epistemology presented
- Assess its relation to origins of ideas – this is best accomplished by referring back/forward to one other course reading or in-class lecture

For examples on annotated bibliographies see

<https://owl.english.purdue.edu/owl/resource/614/01/> A bibliography check will be **due 10/18** (5%) and completion **due 12/1**

Infographic Group Project on the Origin of Ideas 30% of Final Grade

For this assignment, you will be in groups of 2-3 and create a visual graphic organizer that highlights a major idea discussed in class this semester. Choice topics will be posted on Blackboard. You may propose your own topic. All topics must be **approved by your individual professor by 10/20**. This assignment should be visually appealing and examples will be shown in class. As a part of the assessment, each member of the group must submit a brief statement regarding the contributions of all members (i.e. who did what). **Due 11/17** in class. Groups will present during the Thursday sections 11/17 and 12/1.

City as Text: 10% of Final Grade

The political Process: This will be an assignment corresponding with Election Day. You will observe 2-3 television networks coverage on election day. We will watch news coverage during class on Nov. 8 and you will be expected to follow the election coverage the same evening. You will have a creative visual reaction piece in the format of your choice that analyzes your observations. Did you notice differences in the ideologies of each network? During the

Thursday sections we will be discussing your observations along with the following question: “What is the role of knowledge in the political process and how does it fit into people’s perceptions of truth?” Your visual reaction piece will be **due on Nov. 22.**

Class Participation 15% of Final Grade

Class participation means active participation. Merely showing up for attendance does not constitute an A in class participation. **Points will be deducted if you are engaged in work for another class while this class is in session.**

Grading Scale

Grades are based on accumulated points, 100 in total

Letter Grade	Range (%)	Letter Grade	Range (%)	Letter Grade	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

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.

Course Calendar

(Subject to Change)

- 8/23** Introduction (Professor McDaniel)
- 8/25** Individual Sections: Discussion
- 8/30** Allegory of the Cave (Professor McDaniel)
- Plato's *Republic* 514a – 520a
- 9/1** Individual Sections: Discussion
- 9/6** How did we become us? (Professor Evans)
- Readings posted on Blackboard
- 9/8** Individual Sections: Discussion
- Quiz
- 9/13** Myth as Knowing (Professor McDaniel)
- How do people use myth (e.g. Scriptures) to validate authority? (views on nature, social structures)
 - Readings: Thury & Devinney Part 1 “Introduction to Studying Myth,” in *Introduction to Mythology* pgs. 1-24
- 9/15** Individual Sections: Discussion
- Quiz
- 9/20** The Scientific Revolution (Professor Gerstman)
- Readings posted on Blackboard
- 9/22** Individual Sections: Discussion
- Quiz
- 9/27** Truth and Empiricism (Professor Christie)
- Karl Popper, *The Enemy of Certainty*, Parts I-V, Liz Williams bytheway.edublogs.org/2015/07/28/williams-2012-karl-popper/

- **Due:** Reflection Paper

9/29 Individual Sections: Discussion

10/4 The Enlightenment (Professor McDaniel)

- Bristow, William, "Enlightenment", *The Stanford Encyclopedia of Philosophy* (Summer 2011 Edition), Edward N. Zalta (ed).
<http://plato.stanford.edu/entries/enlightenment/#EmpEnl>

10/6 Individual Sections: Discussion

- Quiz/Reflection TBD

10/11 Personhood (Professor Evans)

- Readings Posted on Blackboard

10/13 Individual Sections: Discussion

- Quiz/Reflection TBD

10/18 Empathy (Professor Evans)

- Readings posted on Blackboard
- **Due: Annotated Bib Check**

10/20 Individual Sections: Discussion

- **Due:** Infographic Topic Approval
- Quiz/Reflection Paper TBD

10/25 Church & State (Professor McDaniel)

- Boisi Center for Religion and American Public Life, "Separation of Church and State," vol. 1 of the Boisi Center Papers on Religion in the United States, 2007
https://www.bc.edu/content/dam/files/centers/boisi/pdf/bc_papers/BCP-ChurchState.pdf

10/27 Individual Sections: Discussion

- Quiz/Reflection Paper TBD

11/1 Human Rights (Professors Evans and McDaniel)

- Readings posted on Blackboard

11/3 Individual Sections: Discussion

- Quiz/Reflection Paper TBD

11/8 City as Text

- The Political Process: Assignment posted on Blackboard

11/10 Individual Sections: City as Text Results

11/15 Medical Ethics (Professor Christie)

- Readings posted on Blackboard

11/17 Individual Sections: Infographic

- Infographic Presentations

11/22 Are we living in a post-factual world? What forms our truths? (Professor Evans)

THANKSGIVING BREAK!!!!!!!!!!!!!!!!!!!!

11/29 Forms of Government (Professor Gerstman)

12/1 Individual Sections: Discussion

- **Due Annotated Bibliography**
- Infographic Presentations

Final Exam Week TBA

Scroll Down: There's More ☹

Honors College Requirements and Policies

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 [Honors College 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 [Honors College Portfolios](#).

Academic Misconduct Procedures and Penalties

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 action, and will follow the procedures outlined in the Honors College website <http://honors.fiu.edu/students/policies/> Please refer to the following documents for additional information: [FIU Honors College Academic Misconduct Policy](#) [FIU Code of Academic Integrity](#)

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.html

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**.

Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly.

The **point value** of an event **will be noted on emails and flyers** when it is promoted. For a general breakdown, see the value table below.

Activity	Point Value
Leadership Lecture	4
Colloquium	4
Club Meeting	1 (max of 5)
Honors Hour	3
HEARTS Event (all types)	2
Honors College Event – Honors Place	1
Other (Specific HC Sponsored Event)	2
Library Study Room (GL 310A) Visits	10 visits = 1 (max of 1)

** There will be a few online events to choose from as well.

Because of the added flexibility of the new system, all students must fulfill the annual requirement-no exceptions.

Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door.

Students will track their points at <http://myhonors.fiu.edu>. We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the **Dean’s Citizenship List**.

Volunteer Hours: As always, Honors College students must also complete **20 volunteer service hours**. These hours *DO NOT* count toward the 20 citizenship points discussed above.

Honors Hours: Honors Hours provide informational sessions, social and entertainment opportunities, and workshops to expand your undergraduate experience. **Each Honors Hour session has a 2-point value.**

For a full list of Honors Hours for the current semester, go to <http://honors.fiu.edu/events/honorshours/>

If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu.

Colloquia: Every semester we invite Honors College faculty fellows to give presentations on topics of interest.

Each Colloquium has a 3-point value: For a full list of Colloquia for the current semester, go to <http://honors.fiu.edu/events/>

Community Service (20 Hours of Community Service per Academic Year): An important part of being a member of the Honors College student is demonstrating leadership by serving the extended community. The Honors College service requirement is modest—at least 20 hours per academic year to a non-profit endeavor. There are many ways you can get involved—campus fundraising for non-profit organizations, volunteering for community projects, and so on.. If you're not sure what to do, please contact the Coordinator of Student Programs at 305-348-4100. The Honors College has many community initiatives in which you can participate, particularly with the City of Sweetwater (e.g., tutoring, computer classes for the elderly, citizenship classes, etc).

Documenting your Community Service Hours: To document your community service hours, log on to the [MyHonors](#) website.

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.