

Syllabus

Honors Seminar V: Aesthetics, Values, and Authority

IDH3034 RVBB 55222, Seven Deadly Sins

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General Information

Professor Information



Instructor:

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Email: Blackboard course messages or if necessary pfeiffer@fiu.edu

Welcome back to IDH 3034 & IDH 3035, summer A and B respectively, the “Seven Deadly Sins.” Reminder: This is again a short summer sessions (6 weeks) requiring extensive reading and strict attention to dates and details in this fully online course. Summer B characterizes greed, anger and lust. There is a required book for each of these sins plus media viewing and electronic readings, art and music. It is important that you actively participate and check the course message system regularly for announcement and information regarding the course.

Read the course material carefully and completely! Review the “Introduction” folder that includes requirements for these summer courses to ensure you follow requirements. Again, I expect your work to be academically sound: carefully worded sentences, complete paragraphs, using proper grammar and punctuation with correct spelling. Rubrics and templates are posted in the course to aid you once again in your assignments and assessments.

Sometimes a current event takes center stage globally that might become a topic for conversation regarding one or more of the sins. This could change a discussion topic or assignment. You will be notified via announcements and course messages if such an event

occurs. Otherwise, the schedule of events will proceed as posted in the syllabus and on course calendar.

Course Overview

Each topic from (Pope) Gregory's original list (*The 7 Deadly Sins Sampler*, Chicago: The Great Books Foundation, 2007 with its "Introduction" by Al Gini, p xii) is complimented with discussions from the BBC Poll, (Mohandus) Mahatma Ghandi's list (p xiv) and Pope Benedict XVI's newer list that includes murder, contraception, abortion, perjury, paedophilia (pedofiles) adultery, and of course, lust. These serve as the study of sins for two semesters.

Required viewing: *Se7en* (1995)- all sins; *Lolita* (1992, 1997), lust; *Pulp Fiction* (1994)- pride, greed, anger and lust; *The Exorcist* (1973), lust; *The Sting* (1973), greed; *Cabaret* (1975), all sins; *The War of the Roses* (1989), anger; *Wall Street* (1987), greed; *Pride and Prejudice* (2005) pride, *Envy* (2004), envy; *The Last King of Scotland* (2006), envy; *Hotel Rwanda* (2004), envy, *12 Angry Men* (1957), anger; *Clerks* (1994), sloth; *Mallrats* (1995), sloth; *Carnal Knowledge* (1971), lust; *Magnificent 7 Deadly Sins* (British Comedy series for each sin). Podcasts of appropriately selected music for each topic is available for download online: some lyrics are provided to accompany the musical genres: classical, operatic, rock and roll, punk, ska, rap.

Online folders are titled accordingly for the two semesters. The instructor reserves the right to make changes or additions as deemed necessary during the semester. Information regarding updated postings is sent through the course message system or announcements; thus, **it is important that you check your course email on a regular basis**. All essays, papers, projects, discussions and assessments are submitted online; papers and **essays should be DOUBLE-LINE SPACED** with your name and a word count if required. You are expected to view, listen and reference the DVD's, electronic readings, music and art in your written or creative assignments. Discussion blogs and live chat questions are single-line spaced and do not require a word count. "Academic Essay/Paper Guidelines and Recommendations" is posted in the "INFORMATION" folder on the homepage. Live online chats are required using Adobe Connect through Bb Learn (see Adobe Connect information).

Course Objectives- Global Learning Objectives (GLI)

After completion of this two semester fully online course, the students should:

- Recognize and define the 7 deadly sins, their virtues that counter each sin, (see the individual folders in the Course Content accordingly, for literary works, religious documents, historical definitions/references and media works); all modules A, B
- Examine in detail each sin: its constituent components (color, animal representative, place in hell) and describe its relevancy in society from the past and how it prevails today; modules A, B for each sin
- Generalize and explain the term, "Devil" or "Satan" as the fallen angel that tempts humans to sin (Christianity and Islam) or from the Old Testament, *ha-satan* as the adversary who tempts humanity and brings evil; all modules A, B
- Apply the concepts of sins in a moral society and why they create conflicts for humanity; all modules A, B
- Recognize what it means to be humane and sinful; all modules fall and spring.

- Analyze and evaluate religious v. secular thinking regarding the 7 sins and the vices that accompany them; all modules A, B
- Describe how these 7 sins lead to the debasement of our society; all modules
- Interpret how the struggle to overcome the 7 deadly sins allows fortunes to be made economically; all modules A, B
- Identify “intellectual hubris” and formulate its relevancy today rather than dispelling it as obsolete or passé in philosophical/theological traditions; module 1-2 A, module 1 B
- Define and discuss *schadenfreude*, module 3 A, module 1 B.
- Synthesize the sins and vices in the fall semester: pride, envy and sloth that operate and permeate every level of society and conclude how we can be morally, mentally and physically the better citizens on Earth; all modules A, B
- Describe the sins and vices in the second semester: greed, anger and lust that operate and permeate every level of society and conclude how we can be morally, mentally and physically the better citizens on Earth modules 1-4 A.
- Analyze the gender issues that presented from the past regarding women as representing the 7 deadly sins and men having power over women; module 4 B.

Professor Biography

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religious Studies from Florida International University;
- Fellow, Senior Instructor in The Honors College at FIU;
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health breast care;
- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting;
- Studied architectural glass in Germany with renowned glass artists; studied sculpting with Elliot Miller;
- Her specialty areas include human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples); specifically North American indigenous cultures;
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland;
- Her research areas encompass human rights, indigenous sacred sites, the Miami Circle and the Tequesta village in Miami, earth ethics, and studies involving breast cancer and asbestosis;
- Is completing a project of her uncle's original "V" mail letters from WWII, and two current manuscripts - the Miami Circle, and a work from her life as the wife of a Naval fighter pilot who participated in a "seagull society" during the Vietnam years;
- Served as Past President of the Women's Studies Board, participates in the Pre-Professional Advisement and Evaluation Committee (PPAEC) and is a member of Biscayne Bay Campus Vice-Provost's Council and Executive Board member;
- Member of FIU's Global Indigenous Forum;

- Is a recipient of the Alumni Torch Award at FIU, the Bronze Torch Society and has received two Outstanding Service Awards from Religious Studies;
- Has two sons- avid surfers, one is a Miami-Dade Country paramedic firefighter who shapes custom surfboards and the other a chef and café owner on Oahu- their wives and 5 grandchildren;
- Her “other” family includes 2 dogs, a cat, an Umbrella cockatoo and an aviary of finches

Course Description And Purpose

Upper division Honors V, VI, VII, VIII, “Aesthetics, Values and Authority”

The Seven Deadly Sins [“seven” is referenced hereafter using the number 7 for convenience] is a fully online, 3 credits/semester, a continuum Honors course, summer A and B, that investigates what appears to be a simple, three-letter word “sin,” and its evolution into the list of the 7 deadly [capital/mortal] sins: anger, envy, gluttony, greed (avarice), lust, pride and sloth. These sins are central to moral philosophy and human behavior. They have been examined through art, music and literature for more than fifteen hundred years, and recently through multimedia and texts. The course offers the student a background to recognize, define and analyze the 7 sins, their historical roots as well as the corresponding virtues as they emerged from Eastern and Western societies throughout written history. Required books (the series titled by the name of each sin- Oxford University Press/New York Public Library from the following authors: Dyson, Epstein, Wasserman, Prose, Tickle, Thurman and Blackburn). These explore the complexity of sin and how it affects humanity. Students are required to view films/ DVD’s throughout the course posted in the movie folder. Electronic readings, works of art and music are included.

Class Introduction

Brief explanation, a review from Summer A:

Why does it often feel good to do something bad? In a world where we are encouraged to indulge and splurge lavishly, the question becomes the topic for commentary and controversy. Has the ancient religious concept of sin lost its sway over the moral imagination? The electronic files in topic modules [PDF’s] allow the student peruse the hidden arena of sin and non-virtuous behavior: *The 7 Deadly Sins Sampler*, “Forward” by Al Gini; Solomon Schimmel’s *The Seven Deadly Sins: Jewish, Christian and Classical Reflections on Human Psychology*, “Chapter One, The Persistence of Sin” and *Sympathy for the Devil, Art and Rock and Roll Since 1967* by Dominic Molon, “The World.”

From Gini’s “Foreword,”...“According to Biblical tradition, we are all sinners, doomed because of the first couple’s disobedience in the Garden of Eden. St. Augustine describes humankind as “full of evil lusts and inclinations from our mothers’ wombs.” In other words, we succumb to our passions. Fifteen hundred years ago, St. Gregory the Great created a list of seven sins as a tool for religious contemplation to help monks maintain their vows to help monks of chastity, poverty, and obedience...Through Platonic thought, from Socratic teaching, “The unexamined life is not worth living.”

Gini continues, in dealing with the sins of human nature as from Catholic and Christian viewpoints, the capital vices or cardinal sins of The Roman Catholic Church are divided into two major categories: venial and mortal; venial sins are considered minor sins that can be forgiven through sacramental offerings to the Church (Roman Catholic) while mortal sins destroy the line of grade to God and carry the threat of eternal damnation unless there is some form of extreme absolution. Mortal sins are voluntary acts [those which cannot be committed accidentally], contradictory to eternal law. During the 14th Century, the “sins” became a major theme in European art and literature regarding SALIGIA, [based on the first Latin letters of each sin], superbia (pride), avaritia (greed), luxuria (lust), invidia (envy), gula (gluttony), ira (anger), and acedia (sloth, apathy) and helped to deep seat them generally throughout the world. The sins will be discussed in context with the seven virtues: humility, charity, chastity, meekness, zeal, moderation, and generosity.”

Global Learning Initiatives

The Honors College Seminars: Aesthetics, Values, and Authority, examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but also on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Global Learning Initiatives:

Global Awareness 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** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, and cultural. **Global Engagement** Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

Appropriate assignments are designated GLI respectively on the weekly schedule.

Important Information

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

Honors Policies

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.

Policy on religious holidays, accommodations for disabilities, and academic misconduct.

Academic Standing

Misconduct

Improvement

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, if you have not done so already

NEW CITIZENSHIP POINT SYSTEM New 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 (listed below). 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
Colloquium	3
Club Meeting	1 (max of 3)
Honors Hour	2

HEARTS Event (all types)	1
Honors College Event – Honors Place	1
Honors College Night – Athletics	1
Other (Specific HC Sponsored Event)	1
Library Study Room (GL 310A) Visits	10 visits = 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 **My Honors**. 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 seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to **Honors Hours Colloquia** Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3 point value. For a full list of Colloquia for the current semester, go to **Events Community Service** 20-hours of Community Service per Academic Year (Fall/Spring). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

Honors College

Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

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. 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 Portfolios.

Honors Citizenship Requirements

All members of the Honors College are expected to be active citizens of the College, the University, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. Attendance will be taken at events where appropriate and practical. All College members are expected to participate in the community-building activities listed below:

- Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).
- Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
- Perform at least twenty hours of community service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Please contact an Honors College Academic Advisor if you have any questions.
- For more information on Honors citizenship requirements, see the Honors College Student Handbook.

Academic Honesty And Plagiarism FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in 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 to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that 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 Honors College Student Handbook.

Academic misconduct includes:

- Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments,
- field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
- Plagiarism –The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own is plagiarism. Anyone who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

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://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

Procedures

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, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. 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 Academic Misconduct Procedures, available at Academic Misconduct.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

Penalties

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant

Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student's status in The Honors College and does not affect the student's right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university's established academic misconduct process.

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 is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to ensure adherence to these policies

Library

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: <http://library.fiu.edu>

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 University.

As a student 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.

Your signature is required for documentation that you have read and adhere to the policies for these Online courses

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

- YouTube

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

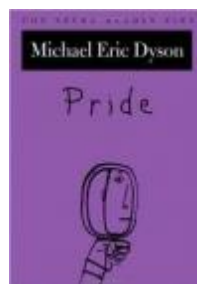
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

There are no prerequisites for this course.

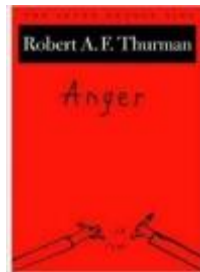
Textbook



Pride
Michael Eric Dyson

New York: Oxford 2006
ISBN-10: 0-19-516092-4

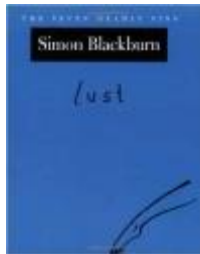
You may purchase your textbook online at the [FIU Bookstore](#).



Anger

Robert Thurman
New York: Oxford 2006
ISBN-10: 0-19-531208-2

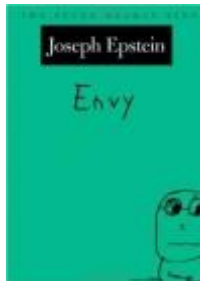
You may purchase your textbook online at the [FIU Bookstore](#).



Lust

Simon Blackburn
New York: Oxford 2006
ISBN-10: 0-19-516200-5

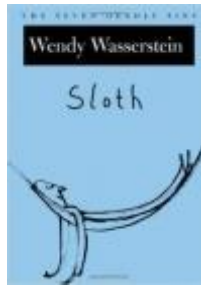
You may purchase your textbook online at the [FIU Bookstore](#).



Envy

Joseph Epstein
New York: Oxford 2006
ISBN-10: 0-19-515812-1

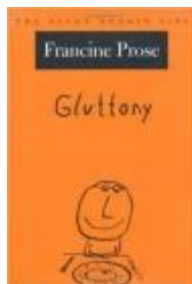
You may purchase your textbook online at the [FIU Bookstore](#).



Sloth

Wendy Wasserstein
New York: Oxford 2006
ISBN-10: 0-19-516630-2

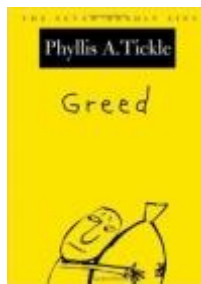
You may purchase your textbook online at the [FIU Bookstore](#).



Gluttony

Francine Prose
New York: Oxford 2006
ISBN-10: 0-19-515699-4

You may purchase your textbook online at the [FIU Bookstore](#).



Greed

Phyllis A. Tickle
New York: Oxford 2006
ISBN-10: 0-19-515660-9

You may purchase your textbook online at the [FIU Bookstore](#).

Expectations Of This Course

This is an online course, which means all the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the How to Get Started information** located in the course content.
- **Introduce yourself to the class** during the first week by posting a self-introduction with a photo of yourself in the appropriate discussion forum. [See student Bio Activity]
- **Review PPT “Avoiding Errors” that is part of Quiz #1**
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard.
- **Interact online** with instructor/s and peers and keep up with all assignments.
- **Review and follow** the course calendar. Any appropriate changes will be sent via course message and announcement.
- **Log in to the course** (at least several times per week during these SHORT Summer sessions); noted above, as messages will be posted with any changes that occur throughout the summer.
- **Respond** to discussion boards, blogs and journal postings as required
- **Submit** assignments by their corresponding deadlines.
- **Use word doc or docx** to submit assignments, double line space your work using academic style writing. (Do not submit work via phone.) Some formats are not compatible and cannot be opened in Blackboard; thus your compliance is important. If you send an incompatible document, it will be returned with a grade deduction and resubmitted in the proper format for a grade.

Course Detail

Course Communication

Communication in this course will take place via course messages; only if necessary, you may contact pfeiffer@fiu.edu, but posts to my FIU emails cannot be displayed in the course messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

Time is listed in the 24-hour clock to avoid confusion regarding submissions, due dates and times: ie 8 AM is 08:00, 12:00 is noon, 8 PM is 20:00, 23:59 is the end of the day.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums

Discussions: Required discussions are found under the discussion tool [see above information on the left drop down menu]; A Discussion Rubric for grading

discussions is posted in the Information folder under "Rubrics." Discussions are required responses regarding the topics and other points that are directly related to the course and allow you to post comments to each other. Do not post private information. Discussions (protocol): Discussions are conducted through online posts and online "live" chats. An "initial" post (5 points) by each student for each topic is required; response to at least 3 others is required, 5 points. The initial post has deadline date to allow the follow-up commentary by classmates to interact with each other's ideas. Grade range - 10 points. Discussion grades consider the quality of your posts in addition to the quantity. Missing or minimal responses result in a deduction of points. All discussions are due by the dates posted. Please be courteous and respectful of others ideas. Negative aggressive comments will not be tolerated. The topics are selected from:

A) Required readings, B) Video presentations, C) Music/lyrics, and D) Works of art imaged online in each module, the texts and possible current events that may arise in the media.

Discussions are posted in the Discussion tool with a Discussion Rubric; see information posted below in the Course Assignments/Information.

Assignments

Assignments (Essays and PPT's) Essays or creative projects like PPT's or Prezi presentations are a major part of the online course used to access your abilities in the class. A zero "0", grade will be assigned for any late work or lack of work submitted.

All essays and critical book reviews need to be written in academic style (3rd person) unless otherwise stated and must contain proper referencing for quotations or concepts from any author or resource. **Double-line space your essays; include a title page if you wish, otherwise, list your name, date, course; properly list all references, even in the case of a personal reflection essay. Deductions for the lack of references are missing in written work unless otherwise noted.** There are information sheets posted in the course content for "Academic Papers/Essay Recommendations", "*Critical Book Reviews*" and a "*Grading Rubric*."

Essay prompts are located in the course weekly calendar and in the course content area within each corresponding module folder. All Bb Learn course material is listed in separate folders that are 'titled' according to "sinful" topics, as well as not so sinful ones.

The instructor reserves the right to make changes or additions as deemed necessary. Information regarding updated postings is sent through the course announcements and via course email; thus, **it is important that you check your course email on a regular basis.**

Course Calendar

Module Weekly Schedule

Module 1: Greed

Weeks 1-2

Course Objectives: (GLI)

Relate gluttony, envy (*schadenfreude*) and intellectual hubris from the previous semester to greedy behavior applying the concepts of greed (*avarice*) in a moral society and explaining how it has infiltrated many facets of society; Define and analyze greed in the financial sector, control of businesses and government today; its virtue- generosity or liberality, its other denotations; appraise and draw conclusions regarding the implications that greed is destroying societies worldwide; a reminder is Ghandi's commentary: *commerce without morality and politics without principles*.

Week	Task
	Reading Assignments:
	<ul style="list-style-type: none">○ <i>Greed</i> by Phyllis Tickle, view the artwork in Tickle's text
	View:
	<ul style="list-style-type: none">○ <i>The Magnificent Seven Deadly Sins, Greed</i>○ <i>Wall Street</i>○ <i>Pulp Fiction</i>
Week 1 June 19 - June 25	Written Assignment:
	<ol style="list-style-type: none">5. Assignment #1: Essay, 250 words, Compare and contrast gluttony and greed, explaining their differences and similarities, due Sunday, June 25 at 23:596. Discussion #1: If we can avoid gluttony, would it help to suppress greed? Initial comments due Thursday June 22 at 23:59; responses to at least 3 others due Sunday June 25 at 23:59 (GLI)
	Reading Assignments:
	<ul style="list-style-type: none">○ Complete <i>Greed</i>,
Week 2 June 26 - July 2	View:
	<ul style="list-style-type: none">○ the art work in Tickle's book○ <i>The Magnificent Seven Deadly Sins, Greed</i>○ <i>Wall Street</i>○ <i>Pulp Fiction</i>

Week**Task****Written Assignment:**

Assignment #2, Essay #2: (Greed) Use Tickle’s quote to make the case for or against “greed as the Matriarch of the Deadly Clan...” (250 words, due July 2 at 23:59 (GLI)

Discussion #2: Which country do you consider to be the greediest worldwide? Post your initial comments by June 30 at 23:59; respond to a minimum of 3 others by July 2 at 23:59

Module 2: Anger
Weeks 3-4

Course Objectives: (GLI)

Concentrate on the definition of anger [Latin, *ira*], synonyms: ire, cholera, fury, rage, wrath from the 7 deadly sins electronic posting- its virtue, represented color and animal representation and its punishment in hell; apply the concepts of anger that appear so prevalent in moral societies and why it is the sin most likely to hurt others, despite the harmful effects of greed discussed in module 1. Discover what makes us so angry individually and as groups like specific cultures, religions, political parties or countries; recognize what it means to be filled with anger, “mad as hell,” and formulate anger’s relevancy in today world, particularly in the political arena where it plays so vividly in the social media.

Week**Task****Reading Assignment:**

- *Anger* by Robert Thurman;

View:

Week 3
July 3 – July 9
(July 4 Holiday,
University
Closed)

- *War of the Roses,*
- *Hotel Rwanda*
- *The Sting*
- *Cabaret,*
- *12 Angry Men,*
- *Road to Perdition*

Assessments:

Quiz #1, greed, opens July 6 at 08:00, closes July 9 at 23:59, 10 items,

Week

Task

multiple choice, true/false, matching

Written Assignments:

Assignment #3 Essay (250-word minimum) Can we overcome anger using Thurman's ideas how to harness and conquer it? (Reference the DVD's: *12 Angry Men*, *War of the Roses*, *Hotel Rwanda*, *Pulp Fiction*, *Road to Perdition*. You may bring in outside information to support your essay, **due July 9 at 23:59** (GLI)

Discussion #3: (in conjunction with Essay #3): How do we overcome anger as being displayed in the political arena for example on the national scale, ie the past presidential election? Post you initial thought by **Thursday, July 6 at 23:59; respond to at least 3 others by Sunday, July 9 at 23:59** (GLI)

Reading Assignment:

- Complete *Anger* by Robert Thurman

View:

- *War of the Roses*,
- *Hotel Rwanda*
- *Cabaret*,
- *12 Angry Men*,
- *Road to Perdition*

Week 4

July 10 -
July 16

Assessments:

Quiz #2 on anger, **opens July 13 at 08:00, closes July 16 at 23:59**, 10 items; multiple choice, true/false, matching

Written Assignments:

Assignment #4 "Is anger responsible for hate crimes like the massacre in Orlando? 250 words, double-line spaced **due July 16 at 23:59**

Discussion #4: Is there a way to curb anger and teach civility? **Initial post due July 13 at 23:59; responses to at least 3 others by July 16 at 23:59**

Module 3: Lust Weeks 5, 6

Course Objectives: (GLI)

Define lust (Latin, *luxuria*) and its relevance in today's society compared to its historical

value; apply the concepts of lust in moral society and why the inordinate craving for sex creates conflicts for humanity that cloud decency, abstinence and chastity; identify and formulate lust in relationships and draw conclusions how we can be morally, mentally and physically the better citizens on Earth by avoiding the pitfalls of lust. The saying, “*love makes the world go around*” could be changed to “*lust makes the world go around;*” specify gender issues regarding women as chattel, thus trafficking them and using them as the images of the 7 deadly sins; propose solutions to stop the trafficking

Week

Task

Reading Assignment:

- *Lust* by Simon Blackburn
- How to Date a Brown Girl (Black Girl, White Girl, or Halfie by Junot Diaz (electronic posting)
- *Lust* by Susan Minot (electronic posting)
- The female gender is represented continually in various ways as the image of each 7 deadly sins. [Click here](#) to view the image representation of the sins [Note the colors and female artistic images used in the above deviant art representatives of the 7 deadly sins. Refresh yourself on the color chart for the sins.] (electronic posting)
- Ghandi's Seven Blunders (electronic posting)

View:

Week 5
July 17 -
July 23

- *The Exorcist*
- *Lolita*
- *Belle de Jour*
- *Carnal Knowledge*
- *The Magnificent Seven Deadly Sins, Lust*

Assessments:

Quiz #3 on lust, **opens July 20 at 08:00, closes July 23 at 23:59, 10 items,** multiple choice, true/false, matching

Written Assignments:

Assignment #5 (250-word minimum), Discuss Blackburn’s ideas regarding men as socially and economically dominant... therefore, objectifying women. “In the brutal capitalist world, it may become easy to think that everything has a money value, and can be bought and sold.” (Prostitution? Women as chattel) Use the PDF files from Junot Diaz and Susan Minot as well as the DVD’s- (GLI) **due July 23 at 23:59**

Discussion #5 Write your comments concerning any solution to stop the

Week

Task

trafficking of women and children. **Post initial comments by July 20 at 23:59; respond to others by July 23 at 23:59**

Finals Week

Assignment

Week 6

*July 24- July
28*

Part 1 (Essay)- rate the sins from Summer B, least to worst, commenting on your rating, 250 words, **due July Aug 28 at 23:59**

Part 2 (PPT); synthesize the 7 deadly sins from both semesters, rating them from least to worst with a brief comment regarding your choices for you rating; **due July 28 at 23:59**