

Fall 2017



Syllabus

Honors Seminar VI

1178-IDH 3034- RVE #87808, Fully Online

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General Information

Professor Information



Instructor:

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Course Description, Course Purpose

An upper division Honors “Aesthetics, Values and Authority” fully online

The Seven Deadly Sins ["seven" is referenced hereafter using the number 7] is a fully online, 3 credits/semester continuum Honors course 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 provides the student with 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. A series of books entitled for each sin by Oxford University Press/New York Public Library and the following authors: Dyson, Epstein, Wasserman, Prose, Tickle, Thurman and Blackburn, is required; another text, *Sin: the Early History of an Idea* by Paula Fredriksen, explores the complexity of sin and how it affects humanity. The students are required to view films/DVD's throughout the course—some are on reserve at the BBC Library under the course title—most are posted in the video library for the course accompanied by works of art, music, and electronic reading material.

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 (pedophiles) 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), all sins by title, and lust. 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

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);
- Examine in detail each sin and describe its relevancy in society from the past and how it prevails today;
- 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, the ha-satan as the adversary who tempts humanity and brings evil;
- Apply the concepts of sins in a moral society and why they create conflicts for humanity;
- Recognize what it means to be humane and sinful;
- Analyze and evaluate religious v. secular thinking regarding the 7 sins and the vices that accompany them;
- Describe how these 7 sins lead to the debasement of our society;
- Identify “intellectual hubris” and formulate its relevancy today rather than dispelling it as obsolete or passé in philosophical/theological traditions;
- Define and discuss *schadenfreude*
- Describe the sins and vices in the first semester: pride, envy, sloth and gluttony that operate and permeate every level of society and conclude how we can be morally, mentally and physically the better citizens on Earth
- 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.
- Analyze the gender issues that presented from the past regarding women as representing the 7 deadly sins.
- Define, detail and analyze trafficking of women and children; propose solutions to halt the trafficking of women and children

Professor Biography

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights Law from St. Thomas University School of Law and MA in Religion 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 and sculpting with Elliot Miller
- Her specialty areas include human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples) and specifically North American Indian 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
- She 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
- She is a member of FIU BBC's Vice-Provost's Council and Executive Board
- Serves on FIU's Global Indigenous Forum and participates in the Pre-Professional Health Advisement and Evaluation Committee (PPAEC)
- She served as past President of the Women's Studies Board
- 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

Class Introduction- The 7 Deadly Sins

A brief explanation to introduce the sins:

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, "Foreward"* 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: (GLI)

Commented [YLR1]: Specify that it is IDH 3034-3035.

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 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 so that this course may be used to complete the Global Learning requirement for graduation.

Expectations of This Course

Students are expected to complete the following

- **Sign the agreement form that you have read and understand the course information and requirements.**
- **Review PPT “Avoiding Errors”**
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard.
- **Interact online** with instructor/s and peers to meet all assignment and assessment deadlines/due dates
- **Review and follow** the course calendar. Any appropriate changes will be sent via course message and announcements. so it is important to read and review these weekly if not more often.
- **Log in to the course** at least twice weekly during the fall and spring semesters; for the SHORT Summer sessions, log in more often as noted for Summer A and B to ensure any changes that occur are duly noted.
- **Respond** to discussion boards, blogs and journal postings as required, following due dates that are posted in the course calendar. For discussions, the initial post is usually on Thursday evening followed by a minimum of 3 responses by Sunday evening..
- **Submit** assignments and complete assessments by their corresponding deadlines
- **Respond** to course messages within 3-5 days.
- **Use word doc or docx** to submit. assignments, double-line space your work using academic style writing. 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.(Note that cell phone submissions cannot be posted online.)

As your instructor, I agree to:

- **Make every attempt to log in to the course** at least every 2 days; often I log in every other day and sometimes daily to check for messages and respond to inquiries.
- **If I am unable to log in** as noted above, you should receive a message from me stating the reason for any delay in the log in process or inquiry responses.
- **Make every attempt** to respond to messages within 24-48 hours. Again, as noted above, if I am unable respond in a timely manner, I will post to you a reason for the delay.
- **Post grades** within 5-7 days after assigned deadlines. My policy for grading includes the following: I read all assignments and assessments once; after the first reading, I reread your submissions and post grades. I use a grading rubric or a discussion rubric that explains my grading policies.

Course Communication

Communication in this course will take place via course messages; only if necessary, you may contact pfeiffer@fiu.edu, but no posting to my FIU emails will display in the course.

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 end of the day is 23:59 (not midnight).

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

Introduce Yourself Video

This course has an assignment utilizing tool. In week 1 (module 1) you will find information on how to upload a video follow the directions posted in Canvas

Discussion Forums

Discussions (Required)- These are located under the discussion tool, drop down menu]. A Discussion Rubric for grading 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 that you do not want to share with the class. Discussions (protocol): These 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) to earn the total of 10 points per discussion. The initial post has deadline date to allow the follow-up commentary by classmates to interact with each other's ideas. 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 projects)- Essays or creative projects like PPT's or Prezi are a major part of the online course used to evaluate your abilities in the class. A zero "0", grade will be assigned for any lack of work submitted by the due date.

All essays and critical book reviews should 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 but a separate title page is not required. List your name, date, course and all references, even in the case of a personal reflection essay.** Information requirements for submissions are posted in the Course Content, "Academic Papers/Essay Recommendations," "*Critical Book Reviews*," a "*Grading Rubric*" and a "Discussion Rubric."

Essay prompts are located in the course weekly calendar and in the course content area in each corresponding module folder. All Bb course material is listed in separate folders that are listed according to topics.

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 as a reminder, **it is important that you check your course email on a regular basis.**

Wiki Project

A Wiki is a collaborative tool that allows students to create and contribute to one page of course related materials. The wiki tool allows students to create pages, edit pages, and comment on entries. Students will use the Blackboard wiki tool to incorporate images, videos, weblinks, and text concerning course related topics.

Assignment #1 is a wiki project requiring students to perform significant research and create ONE wiki page of content demonstrating:

- A short summary for **each sin**
- each sin's animal representative,
- each sin's punishment in hell,
- each sin's associated vices,
- each sin's color,
- each sin's virtue, and
- note the origin of each sin (i.e. Dante, Pope Gregory, Bosch)
- A bibliography section

For more information on the Blackboard wiki tool please visit: [Blackboard Help website](#)

Quizzes

Quizzes can be found within the assessments section of the course menu and within each corresponding module folder.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be

taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct course live chats and online office hours.

Meetings will be available on the following dates:

Live Chat 1: "Discussing intellectual hubris"

Live Chat 2: "Is there a place for pride in our lives?"

Live Chat 3: "Let's hear it for the couch potatoes!"

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

Podcasts

Podcasts of appropriately selected music and other items for each topic in the 7 Deadly Sins are available to download; PPT's are available throughout the course; some lyrics are provided to accompany musical genres: classical (including operatic), rock and roll, punk, ska, rap.

All Videos provided to you through the honors portal require the following credentials:

Username: honors

Password: knowledge

Optional Module Review Quizzes

Each module contains a link to optional review quizzes. You will be able to utilize these quizzes in order to self assess your progress and understanding of the course material in each module. These quizzes are not counted as extra credit nor are they accounted for anywhere in your final grade. Each quiz contains at least 3 questions, you will be allowed to take the quiz multiple times, and informed whether your submitted answer was correct or not.

Late / Missed Assignments Policy

THERE ARE NO MAKE-UP ASSIGNMENTS, QUIZZES OR EXAMS without valid verification. PLEASE DO NOT REQUEST A CHANGE OR DELAY! All assignments are due as indicated; a zero (0) grade will be awarded for anything turned in after the due date, with the following exceptions: If some unforeseen emergency arises that prevents you from taking an exam or handing in an assignment, documentation must be provided (i.e., a summons for jury duty, letter on Physicians letterhead stating explicitly why student could not hand in assignment/take exam). This documentation will be verified by contacting the appropriate individuals. Once verified a decision as to how to proceed. This will be at the discretion of the instructor.

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

Grading

Course Requirements					Number of Items	Weight
Discussions					5	20%
Quizzes					5	20%
Live Chats w/Adobe Connect, participation required					3	15%
Wiki Project (Assignment #1)					1	5%
Assignment/Essays #2-4, Synthesis Project #5): assigned as either an essay (approximately 300 words), PPT or media presentation like Prezi (no required word count for creative presentations in PPT or social media form)					4	20%
Final course essay (#6) has two parts:						
o Part A , Final course research paper (#6) in two parts: Part A (10%) - a thesis statement, an abstract of 200 words for the sin you select to research and consider the more deadly of the three presented: pride, envy, sloth; include an outline for your final paper, list all reference material in a bibliography					1	10%
Final course essay (#6) has two parts:						
o Part B , Project for rating your sins in a presentation of PPT, Prezi or video presentation					1	10%
Total					20	100%
Letter	Range (%)	Letter	Range (%)	Letter	Range (%)	
A	94 and above	B	83 - 86	C	70 - 76	
A-	90 - 93	B-	80 - 82	D	61 - 69	
B+	87 - 89	C+	77 - 79	F	60 or less	

Course Calendar

Module Weekly Schedule

This course follows modular topics: "Introduction," pride, envy, and sloth in the fall; gluttony, greed, anger and lust in the spring, divided into weekly segments for required reading, listening, viewing, assignments and assessments.

Module 1 - Introduction: Weeks 1-2

Course Objectives/Global Learning Objectives (see Syllabus,"Course Overview"):

- Read and review all the requirements for the course; Module 1
- Ensure your computer is compatible with Blackboard for submitting assignments and assessments. Module 1
- Recognize and define the 7 deadly sins and their accompanying virtues, use the glossary terms). Module 1
- From the readings for Weeks 1-2, apply the concepts of sin in a moral society and why these 7 deadly sins create conflicts for humanity.
- Recognize what it means to be humane and sinful, Modules 1 and 2.
- Explain sin from the religious perspective the Devil/Satan as the cause for turning away from the Creator God. Module 2
- Identify "intellectual hubris" from Schimmel's PDF and formulate its relevancy today rather than dispelling it as obsolete or passé in philosophical/theological traditions.
- Examine the sins for the semester and describe their relevancy in societies from the past as well as how they are exhibited today.

Week 1
Introduction
Aug 21-27

Reading/Viewing Assignments:

- All information is located in the Course Content "Information" folder;
- *Welcome video, "Avoiding Errors PPT," "How to Get Started," Critical Thinking PDF, Writing a Critical Review, Academic Essay/Paper Guidelines and Recommendations, 24-hour clock; and the Glossary, the "T" shirt list: apathy, cruelty, duplicity, hypocrisy, false morality, abuse of power, and cultivated ignorance.*
- "Forward" by Al Gini from *The 7 Deadly Sins Sampler* (pp ix-xxiv);
- PDF from Solomon Schimmel's *The Seven Deadly Sins...Ch 1*;
- read and view Artworks from *Sympathy for the Devil, Art and Rock and Roll, 1967*.
- PDF (word doc.) "On Sin and Virtues"
- Paula Fredriksen, *Sin, The Early History of an Idea*, "Prologue," Ch1-2;
- view the artwork,
- read lyrics and listen to the music;
- review course objectives as listed in the information for Module 1 above.

Assignments:

Module 1 - Introduction: Weeks 1-2

Post Introduce Yourself Video Blog by **Aug 27 at 23:59**

Return the signed agreement that you have read the course requirement by Aug 27 at 23:59.

Course Objectives/Global Learning Objectives (see objectives listed for Module 1):

- Recognize and define the 7 deadly sins and their virtues through the posts of electronic readings, literary works, religious and historical references;
- Examine each sin and its relevance in today's society compared to its historical value; apply the concepts of sins in a moral society and why they create conflicts for humanity; recognize what it means to be humane and sinful;
- Identify and formulate intellectual hubris and its relevancy today;
- Compare/contrast the definitions from Pope Gregory, Mohandus (Mahatma) Ghandi and the BBC poll of sins.

Read/View:

- Information from Week 1

Week 2
Introduction
cont.
Aug 28 - Sept 3

Assignments:

- 37. Assignment #1 create a "wiki" page for each of the 7 deadly sins:** Research the sins; locate the animal representative, punishment in hell, associated vices, color, virtue, and note the origin of each, i.e. Dante, Pope Gregory, Bosch, website; submit your findings on one wiki page with a short summary for each sin; post your project through the wiki tool located in the wiki section of course menu (left side of home page) Assignment #1 wiki project (Include a reference section, a bibliography to avoid plagiarism). **Due Sept 3 at 23:59 (GLI)**
- 38. Discussion #1:** (Follow the information protocol listed for discussions): Examine the differences among the tables from Pope Gregory, the BBC poll, Ghandi and Pope Benedict (electronic online readings that involve sin and virtues); post your concise conclusions in the discussion tool as the **initial post by Sept 1 at 23:55; respond to 3 others posts by Sept 3 23:59 (GLI)**

Assessments:

- 39. Quiz #1,** covers Course Content, such as "Avoiding Errors," all course material listed in "Information" folder, **opens Aug 31 at 08:00, closes Sept 3 at 23:59; multiple choice, true/false, matching**

Re:Module 2 - Sin (Fredriksen's text) and Pride: Weeks 3-5

Course Objectives/Global Learning Objectives:

- Recognize what it means to be humane and sinful;
- Identify and review "intellectual hubris" and formulate its relevancy today rather than dispelling it as obsolete or passé in philosophical/theological traditions as it relates to pride;
- Examine pride from the required reading/viewing and describe its relevancy in societies from the past as well as its prevalence today;
- Generalize "Satan" as the fallen angel, "the devil" in Christianity and Islam; through Fredriksen's book the posts of electronic readings, literary works, religious and historical references

Read/View:

Week 3 Sin/Pride Sept 4 - 10

(Labor Day
Holiday Sept
4, University
closed)

- Re: "Intellectual Hubris" from Solimon Schimmel, docx
- Read the lyrics, "Sympathy for the Devil." Then listen to its three versions (The Rolling Stones, Guns & Roses, The Twang)
- View artworks from Sympathy for the Devil, Art and Rock and Roll, 1967
- Read Fredriksen, *Sin...* "Prologue-Ch 2 (pp 1-92)
- Read Dyson, *Pride*, "Introduction-Ch 3 (pp xiii-57)

Assignments:

Live Online Chat #1: participate in the discussion about "intellectual hubris" **Thursday Sept 7 from 21:00-22:00.** This is required; if you cannot attend live, you must notify the instructor in advance. The chat is recorded and can be accessed for those who cannot attend. **GLI**

Assignment #2, Essay: "Intellectual Hubris" You may support or reject the idea of intellectual hubris. Due to intellectual hubris, are we overly confident in our arguments, or has it hindered our intellect? State your reasons for your viewpoint; you may use information from the live chat #1. **(350-word minimum) Due Sunday, Sept 10 at 23:59 GLI**

Assessments:

Quiz #2, glossary terms for the course (Introduction folder); **opens Sept 7 at 08:00, closes Sept 10 at 23:59, matching; GLI**

Course Objectives/Global Learning Objectives:

Week 4 Pride Sept 11 - 17

- Review the objectives as listed for Module 2 including the glossary terms posted for sins;
- Recognize and define the deadly sins, particularly the sin of "pride" and its virtue- humility, its representational color- violet and its punishment in hell- the broken wheel;

Re:Module 2 - Sin (Fredriksen's text) and Pride: Weeks 3-5

- Apply the concepts of sins in moral societies and why they create conflicts for humanity;
- Recognize what it means to be humane, sinful, filled with too much pride; particularly note "white pride" from Dyson;
- Review "intellectual hubris" from Schimmel's PDF and its relevancy today involving the sin of pride

Read/View:

- Complete Fredriksen's *Sin, The Early History of an Idea*, "Ch 3 and Epilogue;"
- Complete *Pride* by Eric Dyson
- *Magnificent 7 Deadly Sins, Pride*
- View artwork, read lyrics and listen to musical presentations;
- PPT on Pride (electronic readings);
- DVD
- *Pride and Prejudice*
- "Sympathy for the Devil" from the Rolling Stones

Assignments:

Discussion #2, Sympathy for the Devil, "What do you consider to be the meaning of the song?" **Initial post due Sept 14 at 23:59; respond to others by due Sept 17 at 23:59, GLI**

Course Objectives/Global Learning Objectives:

- Review the objectives as listed for Module 2 including the glossary terms posted for sins;
- Recognize and define the deadly sins, particularly the sin of "pride" and its virtue- humility, its representational color- violet and its punishment in hell- the broken wheel;
- Apply the concepts of sins in moral societies and why they create conflicts for humanity;
- Recognize what it means to be humane, sinful, filled with too much pride; particularly note "white pride" from Dyson;
- Review "intellectual hubris" (Schimmel's PDF) and its relevancy today involving the sin of pride

Week 5
Pride cont.
Sept 18 - 24

Read/View:

- *Pride* by Eric Dyson;
- *Magnificent Seven Deadly Sins, Pride*
- *Pride and Prejudice*

Re:Module 2 - Sin (Fredriksen's text) and Pride: Weeks 3-5

Assignments:

Assignment #3, Essay: Compare and contrast the differences in ideas regarding the sin of pride from Fredriksen's book and the British comedy *Magnificent 7 Deadly Sins, Pride* (350 words). **Due Sunday, Sept 25 at 23:59 GLI**

Module 3 - Envy: Weeks 6-9

Course Objectives/Global Learning Objectives:

- Define the 7 deadly sins, their virtues with particular reference to envy;
- Investigate *schadenfreude* and its use through the text, posts of electronic readings, literary works, religious and historical references;
- Examine envy relating today's society compared to historical roots and apply the concepts of envy in moral society;
- Note why it creates havoc for humanity. Again, recognize what it means to be humane v. sinful.
- Identify intellectual hubris through envy and its permeability in most levels of society.
- Conclude how we can be morally, mentally and physically the better citizens on Earth by avoiding envy.
- Locate an individual today who appears to lack the envious behavior exhibited in so many persons. (An example from the past would be Mother Theresa or Mohandus Ghand).

Week 6
Envy
Sept 26 - Oct
1

Read/View:

- Joseph's Epstein's *Envy*;
- complete Fredriksen's *Sin...*

Assessments:

Quiz #3 covers material from Weeks 3-5 including the glossary; multiple choice, true/false, matching, opens Thursday, Sept 28 at 08:00, closes Sunday, Oct 1 at 23:59; GLI

Course Objectives/Global Learning Objectives:

- Define the 7 deadly sins, their virtues with particular reference to envy;
- Investigate *schadenfreude* and its use through the text, posts of electronic readings, literary works, religious and historical references;
- Examine envy relating today's society compared to historical roots and apply the concepts of envy in moral society;
- Note why it creates havoc for humanity. Again, recognize what it means to be humane v. sinful.
- Identify intellectual hubris through envy and its permeability in most levels of society.

Week 7
Envy cont.
Oct 2 – 8

Module 3 - Envy: Weeks 6-9

- Conclude how we can be morally, mentally and physically the better citizens on Earth by avoiding envy.
- Locate an individual today who appears to lack the envious behavior exhibited in so many persons. (An example from the past would be Mother Theresa or Mohandus Ghand).

Read/View:

- Epstein's *Envy*;
- View DVD's
The Last King of Scotland
Hotel Rwanda
Magnificent 7 Deadly Sins, Envy
- View PPT on Envy;
- View artwork, listen to the music;

Assignments:

Live Chat Online #2 from Chard's quote in Dyson's book ("Introduction" p 5, being full of ourselves from the go-it-alone perspective, coupled with "The notion of pride from Dyson's idea of white pride and politics regarding Aristotle's proper pride issue, and Moyers "Winner-Take-All-Politics" [PDF posted online in week 5]...Is there a place for pride?
Thursday evening, Oct 5 from 21:00-22:00; GLI

Course Objectives/Global Learning Objectives:

- Define the 7 deadly sins, their virtues with particular reference to envy;
- Investigate *schadenfreude* and its use through the text, posts of electronic readings, literary works, religious and historical references;
- Examine envy relating today's society compared to historical roots and apply the concepts of envy in moral society;
- Note why it creates havoc for humanity. Again, recognize what it means to be humane v. sinful.
- Identify intellectual hubris through envy and its permeability in most levels of society.
- Conclude how we can be morally, mentally and physically the better citizens on Earth by avoiding envy.
- Locate an individual today who appears to lack the envious behavior exhibited in so many persons. (An example from the past would be Mother Theresa or Mohandus Ghand).

Read/View:

- Epstein's *Envy*;

Week 8
Envy cont.
Oct 10 -16

Module 3 - Envy: Weeks 6-9

- View DVD's
The Last King of Scotland,
Hotel Rwanda,
Magnificent 7 Deadly Sins, Envy
- View PPT on Envy;
- View artwork, listen to the music;

Assignments:

Discussion #3: (Envy) From Epstein (p52), "...if there is validity in everyone being equal, nothing would be left to envy..." Agree or disagree. **Post initial discussion by Oct 13 at 23:59; respond to others by Oct 16 at 23:59; GLI**

Assessments:

Quiz #4 Covers material from Weeks 6-8, multiple choice, true/false, matching, **opens Thursday, Oct 13 at 08:00, closes Sunday, Oct 16 at 23:59; GLI**

Course Objectives/Global Learning Objectives:

- Review the objectives as listed for Module 3 (include the glossary terms);
- Define "intellectual hubris" and *schadenfreude* as they relate to today's societies;

Week 9
Envy cont.
Oct 16 - 22

Assignments:

103. **Assignment #4, Essay** "Can envy be considered the most savage form of hatred? **"(350 words), due Oct 23 at 23:59 GLI**
104. **Discussion #4** From Epstein (p98), can we consider "envy less a sin than very poor mental hygiene?" **Initial post by Oct 20 at 23:59; respond by Sunday, Oct 23 at 23:59 GLI**

Module 4 - Sloth: Weeks 10-12

Course Objectives/Global Learning Objectives:

Week 10
Sloth
Oct 23 - Oct
29

105. Review the 7 deadly sins and their virtues, particularly sloth through the posts of electronic readings, literary works, religious and historical references;
106. Examine sloth's relevance in today's society as represented by the "couch potatoes" or the "do nothings" and compare to their historical value in today's world;

Module 4 - Sloth: Weeks 10-12

107. Examine how does sloth feature into the concepts of morality and why it is so costly the societies.

Read/View:

- Wasserstein's *Sloth*;
- View artwork and review music,
- DVD's
Mallrat,
Ice Age
Magnificent 7 Deadly Sins, Sloth
- View PPT on Sloth;
- *The White Stone Journal: "Sloth"*
http://whitestonejournal.com/seven_deadly_sins/sloth.html

Course Objectives/Global Learning Objectives:

- Review the 7 deadly sins and their virtues, particularly sloth through the posts of electronic readings, literary works, religious and historical references;
- Examine sloth's relevance in today's society as represented by the "couch potatoes" or the "do nothings" and compare to their historical value in today's world;
- Examine how sloth features in the concepts of morality and why it is so costly the societies.

Week 11
Sloth cont.
Oct 3 - Nov
5

Assignments:

Discussion #5 Why is sloth so costly to society? **Initial post by Nov 2 at 23:59; respond to others by Nov 5 at 23:59; GLI**

Assessments:

Quiz #5, covers material from weeks 9-11; multiple choice, true/false, matching, **opens Nov 2 at 08:00, closes Nov 5 at 23:59; GLI**

Course Objectives/Global Learning Objectives:

- Examine sloth's relevance in today's society as represented by the "couch potatoes" or the "do nothings" and compare to their historical value in today's world;
- Examine how does sloth feature into the concepts of morality and why it is so costly the societies.

Week 12
Sloth cont.
Nov 6 - 12

Assignments:

Module 4 - Sloth: Weeks 10-12

Live Chat Online #3: "Let's hear it for the couch potatoes!" Thursday, Nov 10 from 21:00-22:00; GLI

Module 5 - Pride, Envy, and Sloth: Weeks 13-15

Course Objectives/Global Learning Objectives:

- Define the 7 deadly sins and their virtues through the electronic readings, literary works, religious and historical references;
- Examine each sin and its relevance in today's society compared to its historical value;
- Apply the concepts of sins economically in a moral society and why they create conflicts for humanity;
- Recognize what it means to be humane and sinful;
- Identify and formulate behaviors today that can move people and societies to promote a better Earth for all inhabitants.
- Form foundations for critical thinking regarding intellectual hubris, *schadenfreude* other areas of the sins as discussed this semester;
- Complete the final requirements for the course.

Week 13
Review: Pride,
Envy, Sloth
Nov 13-19

Assignments:

Assignment #5 Synthesis Project: Create either a PPT or Prezi of the fall semester's sins, no word count; be creative, **due Nov 19 by 23:59 GLI**

Assignments:

Week 14
Review: Pride,
Envy, Sloth
Nov 20-26
(Thanksgiving
Holiday)

Assignment #6 - Part A Final Paper: Begin work on Final course research paper (#6) in two parts: **Part A** -10%- a thesis statement, an abstract of 200 words for the sin you select to research and consider the more deadly of the three presented: pride, envy, sloth; an outline for your final paper; include all reference material in a bibliography **due Nov 26 by 23:59; GLI**

Assignments:

Week 15
Review: Pride,
Envy, Sloth
Nov 27 - Dec 3

Assignment #6 - Part B Final Paper (10%); present the sin that you select it in a creative research paper (you may use images for supporting evidence), **due Sunday, Dec 3 at 23:59; GLI.**

Module 5 - Pride, Envy, and Sloth: Weeks 13-15

Assessments:

Week 16
Finals
Dec 4 - 9

Quiz #6, covers material from weeks 12-14, **opens Dec 6 at 08:00**, **closes Dec 9 at 23:59**, multiple choice, true/false, matching; GLI