

Syllabus

Honors Seminar VI

1181 IDH 3035- RVE #12337, Fully Online

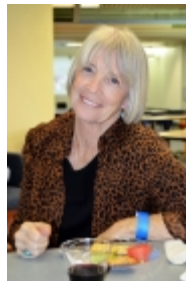


“This certification mark recognizes that this course met Quality Matters review standards.”

[General Information](#) | [Important Information](#) | [Course Detail](#) | [Course Calendar](#)

General Information

Professor Information



Instructor:

Prof. Mary Lou Pfeiffer, LL.M., MA

Phone: 305-348-4100, The Honors College (MMC- DM 233)

Fax: 305-348-2118

Office: OE 165

Office Hours: By appointment

Email: Please use course email or if necessary pfeiffer@fiu.edu

Course Description, Course Purpose

Upper division Honors “Aesthetics, Values and Authority” fully online, a review from fall:

The Seven Deadly Sins [“Seven” is referenced using the Arabic number 7] is a fully online, 2 semester- 3 credits/semester- Honors course that investigates a 3-letter word, “sin,” and its evolution into the list of the 7 deadly [capital/mortal] sins: anger, envy,

gluttony, greed, lust, pride and sloth, that are central to moral philosophy and human behavior that have been examined through art, music and literature for more than fifteen hundred years, and recently through multimedia and texts. The fall and spring courses provide the student with a background to recognize, define and analyze the 7 sins, their historical roots and corresponding virtues as they emerged from Eastern and Western societies throughout written history. Oxford University Press/New York Public Library produced books for each sin from the following authors: Dyson, Epstein, Wasserman, Prose, Tickle, Thurman and Blackburn. These and another text, *Sin: the Early History of an Idea* by Paula Fredriksen, explore the complexity of sin and how it affects humanity. In addition to the texts, students are required to view films/DVD's throughout the course posted online accompanied by works of art, music, and electronic reading material.

Course Overview

Each topic from (Pope) Gregory's original sins 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 (pedophile) adultery, and of course, lust. These serve as the basis of study sins for the two semesters.

Required viewing: *Se7en* (1995)- all sins; *Lolita* (1992, 1997), lust; *Pulp Fiction* (1994)- pride, greed, anger and 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; sloth; *Mallrats* (1995), sloth; *Carnal Knowledge* (1971), lust; *Magnificent 7 Deadly Sins* (British Comedy series of all sins by title). 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.

Sections are entitled according to the sins 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. You are expected to view, listen and reference the DVD's, electronic readings, music and art in your written or creative assignments in addition to the required texts. Live online chats are required using Adobe Connect through Canvas (see Adobe Connect information). See "Academic Essay/Paper Guidelines and Recommendations" for required written material displays presented for submission.

Course Expectations

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” and “Academic Papers...”**
- **Again, take the practice quiz** to ensure that your computer is compatible with the LMS, Canvas
- **Interact online** with instructor/s and peers to meet all assignment and assessment deadlines/due dates
- **Review and follow** the course calendar and the short sheet. Any appropriate changes will be sent via course email and announcements; it is important to read and review these weekly if not more often
- **Responses** to discussion topics or journal postings are required.
- **Submit** assignments and complete assessments by their corresponding deadlines
- **Please respond** to course messages from the instructor 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 Canvas; thus your compliance is important. If you send an incompatible document, it will be returned with a possible 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 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 re-read your submissions and then post grades
- **I use a 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).**

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: 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

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, 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 Policy – <http://honors.fiu.edu/students/policies/>

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

Course Objectives/Global Learning Objectives (GLI)

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

- Re-examine the 7 deadly sins, their vices, their virtues, and how each prevails today, analyzing religious v secular thinking with a concentration for gluttony, greed, anger and lust; GLI
- Review the comparative list of sins from Pope Gregory, the BBC Poll, Mohandus (Mahatma) Ghandi and Pope Benedict XVI and the "T" shirt list, conclude the relevancy in today's societies; GLI
- Characterize the 7 deadly sins that exist in a moral society and why they create conflicts for humanity from what it means to be humane and sinful-evaluating how we can be morally, mentally and physically better citizens on Earth; GLI
- Examine each spring sin with its constituent components: color, animal representative, place in hell and relevancy in society from the past and its prevalence today; GLI
- Describe how gluttony possibly leads to greed and to the debasement of our society;(GLI)
- Interpret how the struggle to overcome the 7 deadly sins allows fortunes to be made economically through gluttony and greed; (GLI)
- Recall and identify "intellectual hubris" and *schadenfreude* [previous semester] and formulate its relevancy today involving gluttony and greed; (GLI)

- Generalize and explain the term, “Devil,” “Satan” or “ha-satan” as the fallen angel or adversary that tempts humans to sin and brings evil; (Judaism, Christianity, Islam)
- Recognize what it means to be humane and sinful

- Identify “intellectual hubris” and formulate its relevancy today rather than dispelling it as obsolete or passé in philosophical/theological traditions
- Define and discuss *schadenfreude*
- Analyze Thurman’s idea of overcoming anger
- Analyze the gender issues that presented from the past regarding women as chattel and representing them as the 7 sins
- Define, detail and analyze trafficking of women and children and propose possible solutions to halt the trafficking

Global Learning Initiatives (GLI)

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 FIU’s global learning initiative (GLI). 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 facilitates 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 Awareness- Students will demonstrate knowledge of the interrelated global dynamics of social, cultural, political, economic ideas 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 so that this course may be used to complete the Global Learning requirement for graduation.

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's Biscayne Bay Campus 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, and 5 grandchildren
- Her "other" family includes 2 dogs, a cat, an Umbrella cockatoo and an aviary of finches

Course Prerequisites

Prerequisite or requirement is the student must be Honors upper division 3rd or 4th year and took the fall course for 7 Deadly Sins

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](#).

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.

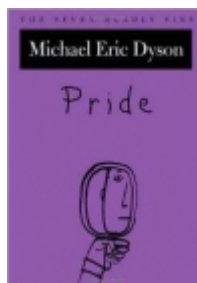
You can visit the FIU Library at: <http://library.fiu.edu>

Class Introduction- The 7 Deadly Sins

From the fall, a review:

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? 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." How have women and girl children become chattel and sold as slaves worldwide?

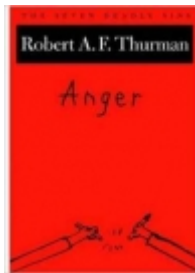
Textbooks



Pride

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

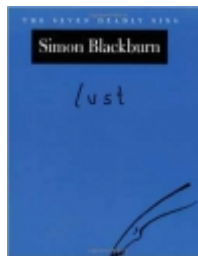
You may purchase your textbook online at the [FIU Bookstore](#).



Anger

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

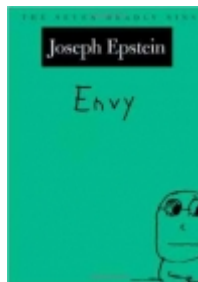
You may purchase your textbook online at the [FIU Bookstore](#).



Lust

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

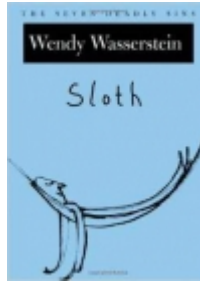
You may purchase your textbook online at the [FIU Bookstore](#).



Envy

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

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



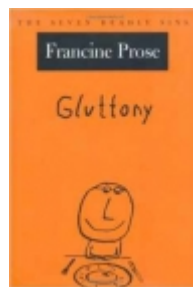
Sloth

Wendy Wasserstein

New York: Oxford 2006

ISBN-10: 0-19-516630-2

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



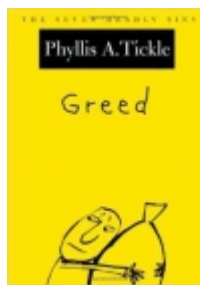
Gluttony

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](#).



Sin: The Early History of an Idea and E-Book

Paula Fredriksen

Princeton: Princeton University Press

ISBN-10: 978-0-691-213890

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

Course Communication

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

Course email is a private and secure text-based communication system which occurs within a course among its Course members. Users must log into Canvas to send, receive, or read messages. The message tool is located in 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.

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

Discussion Forums

Discussions are required posts as noted from fall semester, found in the week's assignments.

A Discussion Rubric for grading discussions is posted in the information 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 classmates. Do not post private information that you do not wish to share with others. The protocol for Discussions is 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 for interaction. Keep your discussions brief. 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. 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.

Assignments

Assignments (Essays and PPT's Prezi Ppresentations) - 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.

Essays and critical book reviews are 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. There are information sheets posted in the course for “Academic Papers/Essay Recommendations,” “*Critical Book Reviews*” and rubrics for Discussions and a “*Grading Rubric*.”

Essay prompts are located in the weekly calendar and in each corresponding module. Again, note: 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.**

Quizzes

Quizzes are located found in 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 dates are provided in the syllabus/calendar, and held live from 21:00-22:00 of the noted date. will be available on the following dates:

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- spring 2018

Course Requirements	Number of Items	Weight
Discussions	5	20%
Quizzes	5	20%
Live Chats w/Adobe Connect, participation required	4	15%
Wiki Project	1	5%
Assignment/Essays #1-7: assigned as either an essay (approximately 300 words), PPT or media presentation like Prezi (no required word count for creative presentations in PPT or Prezi form)	7	20%
Final Course Assignment, Creative project (#8) has two parts:		
<ul style="list-style-type: none"> ○ Part 1 – (written) a thesis statement, an abstract, and a bibliography for the sin you have selected as the deadliest of the spring sins. Due Sat. Apr 23 at 23:59; Part 1 	1	10%

Course Requirements	Number of Items	Weight
must be completed to earn the grade for Part 2		
Final Course Assignment, Creative project (#8) has two parts:		
<ul style="list-style-type: none"> ○ Part 2 - Research the sin you select as the deadliest for spring and compare the two deadly sins, rating them in a final conclusion as the overall deadliest. This can be written as an essay, PPT or Prezi presentation with a complete bibliography Due Thurs. Apr 30 at 23:59 	1	10%
Total	19	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 in two consecutive semesters: “Introduction,” pride, envy, and sloth in the first semester; gluttony, greed, anger and lust in the spring, divided into weekly segments for required readings, listening, viewing, assignments and assessments.

Module 1 - Introduction/Gluttony: Weeks 1-3

Weekly Objectives/Global Learning Initiatives

- Argue whether Pope Gregory's comment that... “sometimes [gluttony]...exceeds the measure of refreshment by taking [or having] too much” is true or false in today's society with your peers
- Validate that you have read and reviewed all the requirements for the course

Week 1

Review/Gluttony

Jan 8 - Jan 14

Read/View:

- Review the definitions of the 7 deadly sins and their virtues (glossary);
- Review the glossary of terms with readings, literary works, religious and historical references from fall semester (*schadenfreude* and intellectual hubris)
- Read: Gluttony by Francine Prose, pp. xi-75

Module 1 - Introduction/Gluttony: Weeks 1-3

Critical thinking ideas regarding gluttony:

- Define greed (avarice) and its virtue- generosity/liberality
- Appraise and draw conclusions regarding the implications that greed is destroying societies worldwide (review the Ponzi schemers) keeping in mind gluttony, envy (*schadenfreude*) and intellectual hubris
- Explain greedy behavior and how it has infiltrated many facets of society
- Analyze the greedy persons who control business, finance and governments today, ie, Ghandi's commerce without morality and politics without principles

Assignments:

Discussion #1 From Pope Gregory, discuss the following: “sometimes [gluttony]...exceeds the measure of refreshment by taking [or having] too much”... excessive eating, drinking. Have we created an obese society due to gluttonous behavior? **Initial post Thurs. Jan 11 at 23:59; responses Jan 14 at 23:59; GLI**

Return the signed agreement that you have read the course requirement by **Jan 14 at 23:59**

Weekly Objectives/Global Learning Objectives (GLI):

- Characterize gluttony as it exists in a moral society and why it creates conflicts for humanity evaluating how we can be morally, mentally and physically
- Describe how gluttony leads to the debasement of our society
- Interpret the struggle to overcome gluttonous behavior

Reading Assignments:

Week 2
Gluttony
Jan 15 - Jan 21
(M L King, Jr.
holiday Jan 15,
University closed)

- Complete Reading Gluttony by Prose, 77-97;

View

DVD Tom Jones - (1967) tale of an 18th century bastard son of a Squire and his misadventures throughout London; gluttony exudes in the eating scene where gluttony and lust are vividly displayed;

Magnificent Seven Deadly Sins “Gluttony” fairly self-explanatory and hilariously funny

Written Assignments:

Assignment #1 (Create a “Wiki”), “the problem with gluttony: having or taking too much.” **Due Jan 21 at 23:59; GLI**

Discussion #2 “Do we live to eat or eat to live? Why the fuss over” America’s gluttonous society without promoting good eating habits? Does this occur because gluttony overcomes reason or are there other factors?” **Initial post Thurs. Jan 18 23:59, responses Jan 21 at 23:59; GLI**

Module 1 - Introduction/Gluttony: Weeks 1-3

Weekly Objectives/Global Learning Objectives (GLI):

- Compare and contrast the relationship between gluttony and greed
- Interpret the struggle to overcome gluttonous behavior
- Describe how gluttony and greed leads to the debasement of our society
- Recall, identify, and define terms, historical references, and features distinct to content covered in weeks 1 - 2

Critical thinking ideas regarding gluttony

Define greed (*avarice*) and its virtue- generosity/liberality.

Appraise and draw conclusions regarding the implications that greed is destroying societies worldwide (review the Ponzi schemers) keeping in mind gluttony, envy (*schadenfreude*) and intellectual hubris.

Explain greedy behavior and how it has infiltrated many facets of society.

Analyze the greedy persons who control business, finance and governments today, ie, Ghandi's commerce without morality and politics without principles

Week 3
Gluttony
Jan 22 - Jan 28

Read/View:

- Complete Prose's text, *Tom Jones*, and *Magnificent Seven Deadly Sins "Gluttony"*
- View artwork from Prose's book: by Diego Rivera, James Gilray, Mahaly Zichy, Jacques le Grant, Hieronymus Bosch detail of "gluttony," Peter Brueghel, Jacob Jordaens and Thomas Couture- these deal with decadence, over eating, hence gluttonous behavior
- Begin *Greed* by Phyllis Tickle, pp xi-46

Assignments:

Discussion #3 Gluttony and greed seem to parallel each other, that is they "go hand-in-hand" or perhaps one leads to the other; post your thoughts. **Initial post Thurs. Jan 26 at 23:59; responses Jan 29 at 23:59**

Live Chat #1 "combating gluttony and greed" **Thurs. Jan 26, 21:00-22:00**

Assessments:

Quiz #1, from Prose and all electronic reading, gluttony, from material presented in weeks 1-2, opens **Jan 25 at 08:00, closes Jan 29 at 23:59**

Module 2 - Greed: Weeks 4-6

Week 4
Gluttony/Greed
Jan 29 - Feb 4

Weekly Objectives/Global Learning Objectives:

- Describe how greed leads to the debasement of our society (GLI)
- Argue whether greed and gluttony work in tandem or independently
- Recall, identify, and define terms, historical references, and features distinct to content

Module 2 - Greed: Weeks 4-6

covered in weeks 1 - 3

Critical thinking ideas

- Define greed (*avarice*) and its virtue-generosity/liberality, through its application to moral societies;
- Appraise and draw conclusions regarding the implications that greed is destroying societies worldwide (review the Ponzi schemers) keeping in mind gluttony, envy, *schadenfreude* and intellectual hubris;
- Explain greedy behavior and how it has infiltrated many facets of society;
- Analyze the greedy persons who control business, finance and governments today, ie, Ghandi's commerce without morality and politics without principles

Read/View:

- **Complete** *Greed*
- **View-** *Wall Street, Magnificent 7 Deadly Sins (Greed)* self-explanatory and very funny; *Road to Perdition, Hotel Rwanda, The Last King of Scotland*

Assignments:

Discussion #4 Does it help to suppress greed if we can avoid gluttony? Initial post **Thurs. Feb 2 at 23:59; responses Feb 4 at 23:59**

Assessments:

Quiz #2, from Prose and Tickle all electronic readings, gluttony and greed from material presented in weeks 1-3, **opens Feb 2 at 12:00, closes Feb 4 at 23:59; GLI**

Weekly Objectives/Global Learning Objectives:

- List the sins covered in the course content up to this point and conclusions rating them from least to the most destructive; where does greed fall (GLI)
- Recall, identify, and define terms, historical references, and features distinct to greed

Read/View:

- Week 5
Greed
Feb 5 - Feb 11**
- **Complete** *Greed*;
 - **Complete Viewing-** *Magnificent 7 Deadly Sins (Greed)* self-explanatory and very funny; *Wall Street; Pulp Fiction, Road to Perdition, The Last King of Scotland*,
 - Electronic posting on greed from Ponzi schemers Madeoff and Rothstein

Assignments:

Discussion #5 "Greed as the matriarch of all the sins." Initial post **Thurs. Feb 9 at 23:59; responses Feb 11 at 23:59; GLI**

Assessments:

Quiz #3 on greed, **opens Feb 9 at 08:00, closes Feb 11 at 23:59' GLI**

Module 2 - Greed: Weeks 4-6

Weekly Objectives/Global Learning Objectives:

- Examine the similarities, differences, and distinguishing characteristics of gluttony and greed.
- Describe how gluttony and greed lead to the debasement of our society (GLI)

Week 6 Greed

Feb 12 - Feb 18

Read/View:

- **Complete Reading** *Greed*;
- **View** *Wall Street*, *Magnificent 7 Deadly Sins (Greed)* self-explanatory and very funny; *Wall Street*; *Pulp Fiction*, *Road to Perdition*, *The Last King of Scotland*, electronic posting on greed from Ponzi schemers Madeoff and Rothstein

Assignments:

Assignment #2 (Essay), the confluence of gluttony and greed, about 350 words-follow the academic procedure and list all references, **due Feb 18 at 23:59; GLI**

Module 3 - Anger: Weeks 7-11

Weekly Objectives/Global Learning Objectives:

- Discuss how the struggle to overcome anger and greed allows fortunes to be made economically (GLI)

Critical thinking ideas

- Define anger [Latin, ira or anger], and explore its synonyms: ire, cholera, fury, rage, wrath from the 7 deadly sins electronic postings and its virtue - patience, its representational color - red, its animal representation - the bear, and its punishment in hell-being dismembered alive;
- Apply the concepts of anger that appear so prevalent in moral societies and why it is the sin most likely to harm other, despite that harmful effects of greed;
- 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,"
- Formulate anger's relevancy in today world, particularly in the political arena where it plays so vividly in the social media

Week 7 Anger

Feb 19 - Feb 25

Read/View:

- **Read** *Anger* by Robert A. Thurman;
- **View** *12 Angry Men*, *Magnificent 7 Deadly Sins (Anger)*, *Road to Perdition* (utter destruction that encompasses greed, anger, envy), *The War of the Roses*, review *Pulp Fiction*, *Hotel Rwanda* and *The Sting*

Assignments:

Live Chat "Greed and the Ponzi Schemers" Thurs. Feb 22, 21:00-22:00

Module 3 - Anger: Weeks 7-11

Weekly Objectives/Global Learning Objectives:

- Argue the validity of Thurman's strategy to "overcome anger."

Read/View:

Week 8
Anger
Feb 26 - Mar 4

Complete *Anger* by Robert A. Thurman;

Complete viewing of *12 Angry Men*, *Magnificent 7 Deadly Sins (Anger)*, *Road to Perdition* (utter destruction that encompasses greed, anger, envy), *The War of the Roses*, Review *Pulp Fiction* and *The Sting*;

Assignments:

Assignment #3 (Essay) Overcoming anger: is it possible as Thurman suggests? **Due Mar 4 at 23:59; GLI**

Weekly Objectives/Global Learning Objectives:

- Characterize anger as it exists in a moral society and why it creates conflicts for humanity from what it means to be humane and sinful; GLI
- Describe how anger leads to the debasement of our society; GLI

Read/View:

Week 9
Anger cont.
Mar 5- Mar 11

- **Complete Reading** *Anger* by Robert A. Thurman;
- **View** of *12 Angry Men*, *Magnificent 7 Deadly Sins (Anger)*, *Road to Perdition* (utter destruction that encompasses greed, anger, envy), *The War of the Roses*, Review *Pulp Fiction*, *Hotal Rwanda* and *The Sting*;
- **View** artwork (plates printed in Tickle's book) by Mario Donizetti, Michel Bohbot, Pieter Brueghel, Hieronymus Bosch detail "Avarice," and Triptych, James Ensor, Otto Dix, Film release *Greed*, actress Zasu Pitts, Michael Douglas from *Wall Street*.

Assignments:

Live Chat #3 "anger- mad as hell" **Thurs. Mar 8 21:00-22:00**

Week 10
Spring Break
Mar 12 - Mar 18

No classes, no assignments, no assessments

Week 11
Anger/Lust
Mar 19 - Mar 25

Weekly Objectives/Global Learning Objectives:

- Recall, identify, and define terms, historical references, and features distinct to the deadly

Module 3 - Anger: Weeks 7-11

sin, anger

Read/View:

- **Complete Reading** anger;
- **Begin Reading** *Lust* by Simon Blackburn;
- [“How to Date a Brown Girl \(Black Girl, White Girl, or Halfie\)”](#) by Junot Diaz (There is an interview with Diaz that accompanies the article in the electronic file.)
- “Lust” by Susan Minot;
- **View:** *The Exorcist, Lolita, Belle de Jour, Carnal Knowledge, The Magnificent Seven Deadly Sins, “Lust”*

Assessments:

Quiz #4 Anger weeks 7-8 **open Mar 23 at 08:00, closes Mar 26 at 23:59** 10 questions, multiple choice, true/false, matching

Module 4 - Lust: Weeks 12-14

Weekly Objectives/Global Learning Objectives:

- Examine Anger's place in social media
- Synthesize the sins in the second semester that permeate nearly every level of society and rate them from least harmful to most harmful.
- Defend your rating of each sin with evidence and unique reasoning

Critical thinking ideas

- Define lust and its virtue- chastity or abstinence;
- Identify and formulate lust in relationship to femininity v masculinity;
- Draw conclusions as to how we can be morally, mentally and physically 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 round;”
- Describe lust as it operates and permeates every level of society;
- Analyze how we can be morally, mentally and physically better citizens on Earth by avoiding the pitfalls of lust that lead to specific gender issues regarding women in not only representing them as the 7 deadly sins, but also through the trafficking of women and children;
- Propose solutions to the trafficking problems that exist today

Week 12
Lust
Mar 26 -
Apr 1

Read/View:

- Lust by Simon Blackburn; Lust by Simon Blackburn
- [“How to Date a Brown Girl \(Black Girl, White Girl, or Halfie\)”](#) by Junot Diaz (There is an interview with Diaz that accompanies the article in the electronic file.)
- “Lust” by Susan Minot;
- View: *The Exorcist, Lolita, Belle de Jour, Carnal Knowledge, The Magnificent Seven Deadly Sins, “Lust”*

Assignments:

Assignment #4 (Essay): anger as the "attention mode for social media," 350 words **Due Apr 1 (no fooling!) at 23:59; GLI**

Module 4 - Lust: Weeks 12-14

Assignment #5 (PPT) (synthesize spring sins) **Due Sun. Apr 2 at 23:59**

Weekly Objectives/Global Learning Objectives:

- Recall, identify, and define terms, historical references, and features distinct to lust and anger
- Construct strategies on how we can be morally, mentally and physically the better citizens on Earth by avoiding the pitfalls of lust that lead to specific gender issues regarding women in not only representing them as the 7 deadly sins, but also through the trafficking of women and children;
- Propose solutions to the trafficking problems that exist today; concentrate on changing the attitude of women as chattel

Read/View:

Week 13
Lust
Apr 2 - Apr
8

- Lust by Simon Blackburn; Lust by Simon Blackburn
- [“How to Date a Brown Girl \(Black Girl, White Girl, or Halfie\)”](#) by Junot Diaz (There is an interview with Diaz that accompanies the article in the electronic file.) “Lust” by Susan Minot;
- View: *The Exorcist*, *Lolita*, *Belle de Jour*, *Carnal Knowledge*, *The Magnificent Seven Deadly Sins*, “Lust”

Assessments:

Quiz #5 anger and lust, (weeks 9-11) **opens Apr 5 at 08:00, closes Apr 8 at 23:59**, 10 questions, multiple choice, true/false, matching

Assignments:

Assignment #6 (Essay) Gender project, how to combat the trafficking of women and children, **due Apr 8 at 23:59**

Weekly Objectives/Global Learning Objectives:

Week 14
Lust cont.
Apr 9 - Apr
15

- Construct strategies on how we can be morally, mentally and physically the better citizens on Earth by avoiding the pitfalls of lust that lead to specific gender issues regarding women in not only representing them as the 7 deadly sins, but also through the trafficking of women and children; GLI
- Present solutions to the trafficking problems that exist today; concentrate on changing the attitude of women as chattel
- Describe how lust leads to the debasement of society; GLI
- Interpret the struggle to overcome lust allows fortunes to be made economically; GLI
- Analyze the gender issues historically regarding women as representing the 7 deadly sins and men having power over women; GLI

Read/View:

- **Begin Reading** *Lust* by Simon Blackburn; *Lust* by Simon Blackburn, [“How to Date a Brown Girl \(Black Girl, White Girl, or Halfie\)”](#) by Junot Diaz (There is an interview with Diaz that accompanies the article in the electronic file.) “Lust” by Susan Minot;
- **View:** *The Exorcist*, *Lolita*, *Belle de Jour*, *Carnal Knowledge*, *The Magnificent Seven Deadly*

Module 4 - Lust: Weeks 12-14

Sins, "Lust"

Assignments:

Assignment #7 Essay, PPT or Prezi- How to combat the trafficking of women and children.
Due Sun. Apr 15 at 23:59

Weekly Objectives/Global Learning Objectives:

- Review all course objectives from fall and spring;
- Compose a thesis statement and abstract identifying which of the 7 deadly sins is the deadliest and why.
- Recall, identify, and define terms, historical references, and features distinct to the 7 deadly sins

Read/View:

Week 15
Lust cont.
Apr 16 - Apr
22

- All course reading and viewing should be completed before week 15

Assignments:

Part 1 - a thesis statement, an abstract, and a complete bibliography for the sin you have selected as the deadliest of the spring sins **Due Sun. Apr 22 at 23:59; Part 1 must be completed to earn the grade for Part 1 and 2.**

Assessments:

Quiz #6 covers spring sins (weeks 1-15) opens **Apr 19 at 08:00, closes Apr 22 at 23:59;** 10 questions, multiple choice, true/false, matching

Weekly Objectives/Global Learning Objectives:

- Review all course objectives from fall and spring;
- Compose and argumentative essay explaining which of the 7 deadly sins, covered this semester, is the deadliest.

Week 16
Final Week
Apr 23 - Apr
29

Read/View:

- All course reading and viewing should be completed before week 15

Assignments:

Part 2 – Compare the sin you selected from fall and spring. Which of the two is the deadliest? (Use, the texts, all material from fall and spring, and any outside resources for your selection). Construct a wiki page to discuss your two sins with your conclusion, the deadliest of the 7. **Due Apr 29 at 23:59.**

