

Origins of Ideas & Ideas of Origins
IDH 1001 U01-U04 Fall 2018
The Honors College
Florida International University

Lecture/large-group classes:
Tuesdays at 9:30-10:45am
Room: GC 280

Smaller groups (by section number/professor)

U01- Joseph Lichter, Ph.D.

Thurs 9:30 AM – 10:45 M, CP 103
Office hours: MTW 3-5, CP307
jlichter@fiu.edu; (305) 348-6209

U03- José F. Rodríguez, Ph.D.

Thurs 9:30 AM– 10:45 AM, AHC 4 - 202
Office hours: by appointment, DM 233
rodrigej@fiu.edu ; (305) 348-4100

U02- Adam Gorelick, M.A.

Thurs 9:30 AM- 10:45 AM, AHC 4 - 302
Office hours: by appointment, DM 233
agorelic@fiu.edu, (305)348-4100

U04- Pioneer Winter, M.P.H., M.F.A.

Thurs 9:30 AM – 10:45 AM, CP 115
Office hours: by appointment, DM 233
pwinter@fiu.edu ; (305) 348-4100

Course Overview

This first-year honors college course will ask the very important questions of *what is knowledge* and *how do we acquire it* (i.e. epistemology), *how does language impact knowledge*, what constitutes the varied *processes of acquiring knowledge* (i.e. the scientific process, the creativity process, myth, theater, art, film, travel), what is our *social responsibility* with respect to our understanding of knowledge and more. We will use a variety of sources from classic texts, historically relevant books and excerpts, current bestsellers, various podcasts, news articles, movies, cartoons, and more.

As your first course as an honors student, you can expect to be challenged by the material you will be reading the and faculty who will be teaching. You will be forced to think *outside the box* of your intended major. You can expect to be surrounded by talented students of different backgrounds and interests, who will also challenge you to be better. The experience in honors college is a symbiotic one in that what you put in to the program will help determine what you get out of the program.

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

Course Learning Outcomes

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

- Describe and discuss seminal issues in the theory of knowledge
- Reflect on contemporary, social, moral, political and scientific issues, applying concerns raised in class with respect to the validity of our knowledge on such issues and how it has been acquired
- Recognize and articulate the ways in which perception, conception, memory, and language affect our ideas about the nature and origins of human beings and of our societies.
- Recognize different approaches to the questions of natural and human origins

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

Required Texts

You are not required to purchase any books for this course *HOWEVER* there will be excerpts of books you will be required to read.

Grading Scale

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

Grading by Assignment

Visualization Project – 20%
 Myth Paper (1500 words) – 20%
 Future of Science (1500 words)– 20%
 Final Project – 20%
 Tuesday Quizzes/Participation – 10%
 Thursday Participation – 10%

Visualization/Word Map Project (20%) Due September 20

This assignment is a variation on the traditional word map. A word map is a visual organizer that allows you to explore the various meanings and relationships to other terms a concept can provide. In addition, it allows you to consider the many ways to understand a term, its various applications and nuances, and allows you to make meaning-based connections between a word and a set of related words or concepts. In this case, you will choose a central concept you would like to explore and four additional terms that will serve as “parameters.” How you decide to organize them on the page will determine the kinds of relationships you establish. The map you are being asked to do is used to illustrate emerging knowledge and understanding, so do not feel you need to have considered all the possible relationships. Instead, stick to those pieces of information that are pertinent to what you are addressing. We will go through a few examples in class to further clarify the process of creating this map, but the final product will depend on your choice of concept as the design will ultimately be determined by the concept and its relationship to the “parameters.” Your individual map will be the result of a very particular understanding of the word: there will be a simultaneous attention to the concept, its function in relation to the parameters chosen, and the knowledge/understanding/information that emerges as a direct result of the connections you create.

Myth Paper (20%) Due October 11

Your first writing assignment will be a fictional narrative or “myth” that can explain human/world experiences. The narrative must include some of the main elements of myth (i.e. explanation of natural origins, tension between good versus evil, the hero’s journey, loss of innocence from youth/adult, end of time story, birth/death, apocalypse). As we discuss the ways of knowing in the first few weeks of the course, we will discuss the relevance of myth as a way that human beings have been able to organize governments, religions, moneys, and other mainstays of societies. Many of the traditional myths have utility in our societies as way to understand these social constructs or even natural happenings. Your narrative should be **1500 words long**, accompanied by an author’s commentary of at least 1000 words addressing the specific mythic elements you’ve chosen and why. Your myth *must* include at least 10 advanced vocabulary words (while this may seem elementary to be included in the assignment description, this is to be strictly enforced to show you have gone deeper than just using your everyday vernacular and reached deeper into our bounteous lexicon). Also do NOT just copy existing popular myths from religious texts, television, or movies. A rubric will be disseminated at the onset of discussion in the smaller Thursday sections.

Future of Science Paper (20%) Due November 15

Your second writing assignment will be a 1500 word paper discussing the future of science. At this point in the

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

Final Project (20%) Due November 20-29

Further details will be provided later in the semester.

Tuesday quizzes/participation (10%)

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

Thursday participation

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

Guidelines for Written Work

- All written work must consistently adhere to the [MLA Formatting and Style Guide](#). Students are advised to carefully proofread *all* papers before submitting them. All students are encouraged to take advantage of the University resources for writing to be found in the Center for Excellence in Writing, a full-service writing center providing writing assistance and feedback to university students. For more information, go to <http://writingcenter.fiu.edu/>.
- All written work is submitted in person; no electronic versions of work will be accepted. Plagiarism can result in expulsion from the Honors College and will have a negative effect on your entire college career. All written work must include your name, Panther ID number, course number and the name of the professor on the title page. It must be double spaced, 1-inch margins (top, bottom, left and right) and in 12 point font, Times New Roman or Calibri.

Attendance/Classroom Etiquette

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

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

Cellphones... We all have them, and we probably use them too much. Class time is NOT the place to be checking emails, watching Netflix, Facebook, Instagram, Snapchat, whatever. Please be respectful not just of the person presenting, but also of your classmates near you. If we see that there is an abuse of electronics, we will deduct points from your participation grade.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor *at the beginning of the semester* of which dates you will be absent or any anticipated problems with completing course work.

Disability Resources

Students with disabilities who feel they may need accommodations in class should visit the Office of Disability Services (website: <http://drc.fiu.edu>) and ensure the appropriate accommodations. Please be certain to present your instructor with the documentation as soon as possible.

Academic Misconduct Policy

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

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

FIU Honors College Plagiarism Policy: <http://honors.fiu.edu/students/policies/#misconduct>

Student Portfolios

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

Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Honors College students are required to accumulate at least **20 citizenship points** each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate **10 citizenship points**.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

Honors College Academic Misconduct Statement

In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website , and the Academic Misconduct Procedures.

Please refer to the following documents for additional information:

- [FIU Code of Academic Integrity](#)
- [FIU Student Handbook](#)

COURSE CALENDAR

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

Class	Big Question	Lead instructor	Readings
Week 1: Aug 21 st /23 rd	Why am I in the Honors College?	All	Plato’s Allegory of the cave
Week 2: Aug 28 th /30 th	What makes human beings the dominant species?	Lichter	Harari’s Sapiens (1 st 50 pages excerpt)
Week 3: Sep 4 th /Sep 6 th	What is knowledge? What distinguished truth from belief? What are the different ways of acquiring knowledge?	Rodriguez	See Canvas
Week 4: Sep 11 th /Sep 13 th	How does language affect the way we know things?	Rodriguez	
Week 5: Sep 18 th / Sep 20 th	How does myth play a role in human history? What kind of knowledge is acquired from traditional myth? What are some common mythic elements?	Gorelick	Introduction to Myth Due: Sept 20, Visualization/Word Map
Week 6: Sep 25 th /Sep 27 th	Myth continued	Gorelick	
Week 7: Oct 2 nd / Oct 4 th	Letting Go of What We “Know” with Lego: A screening of the Lego Movie	All	
Week 8: Oct 9 th /Oct 11 th	Letting Go of What We “Know” with Lego: A screening of the Lego Movie	All	Due: Oct 11, Myth Paper
Week 9: Oct 16 th /Oct 18 th	How is the creative process a way of acquiring knowledge? Does art give us knowledge?	Winter	See Canvas

Week 10: Oct 23 rd /Oct 25 th	What does creativity tell us about the human experience and questioning authority?	Winter	
Week 11: Oct 30 th /Nov 1 st	Is science the best type of knowledge?	Lichter	See Canvas
Week 12: Nov 6 th /Nov 8 th	What is the direction that sciences are taking now?	Lichter	See Canvas
Week 13: Nov 13 th /Nov 15 th	Ethics and Responsibility: Are you going to be a Jedi or a Sith?	All	<i>Due: Nov 15, Future of Science Paper</i>
Week 14: Nov 20 th /Nov 22 nd	Final Projects	All	
Week 15: Nov 27 th /Nov 29 th	Final Projects	All	