

**Origins of Ideas and Ideas of Origins**  
IDH 1001 U25-U26 & U31 Fall 2018  
The Honors College  
Florida International University

**Lecture/large-group classes:**  
Tuesdays, 12:30-01:45p.m.  
Room: CBC 155

**Smaller groups (by section number/professor)**

**U25- José Rodríguez**

Thurs 12:30 - 1:45 AM, DM 190  
Office Hours: by appointment, DM233  
[rodrijei@fiu.edu](mailto:rodrijei@fiu.edu); (305) 348-4100

**U27- Adam Gorelick**

Thurs 12:30 - 1:45 AM, PG5 Market Station 134  
Office hours: by appointment, ZEB313  
[agorelic@fiu.edu](mailto:agorelic@fiu.edu); (305)348-3418

**U26- Niurca Márquez**

Thurs 12:30 AM- 1:45 AM, OE 222  
Office hours: by appointment, DM233  
[niurcamarquez@gmail.com](mailto:niurcamarquez@gmail.com); (305) 348-4100

**Course Overview**

This first-year, Honors College course will ask some important questions: *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), 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.

On Tuesdays, our sections will meet together for a lecture, discussion, film or other presentation. Each week we will address a different topic (see the schedule below). On Thursdays, students will meet in their assigned sections to explore more deeply the subject of Tuesday's 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** and e-Campus, visit <http://ecampus.fiu.edu/>.

**Course Learning Outcomes**

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

- Describe and discuss seminal issues in the theory of knowledge covered in this course.
- Apply pertinent concerns raised in class with respect to what knowledge is and how it is acquired, and incorporate this into their reflections on contemporary issues: social, moral, political, scientific, etc.
- 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 and identify the importance of the creative process.
- Describe and discuss how different ways of knowing can cause conflicts in contemporary society.

**Required Readings**

Readings will be taken from excerpts from the sources listed below. You are not required to purchase any books for this course. Additional readings may be assigned at the faculty's discretion.

### **Grading Scale**

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

### **Graded Assignments**

Myth Paper (2500 words) – 20%

Ethical Responsibility Paper (1500 words)– 20%

City as Text (History Miami) Video Presentation – 20%

TBD Final Project – 20%

Tuesday Quizzes/Participation – 10%

Thursday Participation – 10%

### **Myth Paper (20%)**

Your first writing assignment will be a fictional narrative or “myth.” The purpose of the assignment is to write a narrative 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 and evil, the hero’s journey, loss of innocence from youth/adult, end of time story, birth/death, apocalypse, etc.). 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 basic myths that have been told have utility in the way we organize our society: stories about family, organized communities, and even some of the early tales about creation and natural disasters. Your narrative should be 1500 words long, accompanied by an author’s commentary of at least 500 words addressing the specific mythic elements you’ve chosen and why. It will be submitted as a hard copy, as well as on *Turnitin* links on Canvas. Do NOT just copy the same existing popular myth stories from religious texts, television, or movies. A rubric will be disseminated at the onset of discussion in the smaller Thursday sections.

### **Ethical Responsibility Paper (20%)**

Your second writing assignment will be a 1500 word paper discussing ethical responsibility. Up to this point in the class, we’ll have discussed many topics and issues related to ways of knowing and methods of getting there. But a lingering issue remains, once we gain knowledge (assuming we can), what do we do with it? Do we have certain ethical and moral responsibilities? If so, what are they? What are your ethical or moral responsibilities as you gain knowledge in your major? To whom are you accountable, only yourself?

### **City as Text video presentation (20%)**

For your final presentation in the course, you must put together a 5-7-minute-long video. City as Text means that you will “read” a particular neighborhood of Miami as if you were reading a book. That is who are the characters that make up this place? What are their stories and what does it tell you about this place? How is this place different from other places in the same “city”? This video project should include your experience of the neighborhood, interviewing people, examining the layout of buildings and city blocks, evidence of gentrification and its effects, shifts in demographics and its relationship to the land. How does the history of the neighborhood inform its current incarnation? Your creativity will be judged as well as your ability to produce a well-made video that conveys a message about what you know about the neighborhood and how that knowledge may have changed.

Possible neighborhoods include: Little Havana, Little Haiti, Wynwood/Edgewater, Sweetwater, South Beach, Brickell, Coconut Grove, MiMo (Upper Eastside Miami), Downtown

### **TBD Final Project (20%)**

Your first assignment will be done in **groups** (to be determined by your small section instructor). You will... You will be graded on the presentation, the information presented (accuracy and amount), and your use of sources. Presentations will be made in during Small Group meeting on Thursdays.

### **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.

The Thursday classes 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 through *Turnitin* links on Canvas. Plagiarism can result in expulsion from the Honors College and will have a negative effect on your entire academic career. All written work must include on the title page the following: your full name, Panther ID, course number, course section, and the name of the professor. All papers must be double spaced, use one-inch margins, and in 12-point font, with either Times New Roman or Calibri font type.

### **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 or via Blackboard.

Class time is NOT the place to be checking emails, texts, watching TV shows, or being on social media. 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>

### **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.

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

### **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.

### **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.

#### **Honors Volunteer Hours**

Being a member of the Honors College is not only a privilege but comes with a responsibility to give back. Honors College students are required to accumulated at least **20 hours of volunteering** each academic year (Fall and Spring). The Honors College offers dozens of volunteer opportunities; contact the office for more info.

#### **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.



## 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.*

<b>Class</b>	<b>Big Question</b>	<b>Lead Instructor</b>	<b>Readings/Assignments</b>
Week 1: Aug 21 /23	Why am I in the Honors College? Purpose of the course and life...	All	Plato's Allegory of the Cave Ted Talk: Harari <i>Homo Sapiens</i>
Week 2: Aug 28/30	What is knowledge? What distinguished truth from belief? What are the different ways of acquiring knowledge?	Rodríguez	Excerpts from Scruton's <i>Modern Philosophy</i> ; online videos
Week 3: Sep 4/Sep 6	How does language affect the way we know things?	Rodríguez	Excerpts from Scruton's <i>Modern Philosophy</i> ; online videos
Week 4: Sep 11/Sep 13			
Week 5: Sep 18/ Sep 20	What are some common mythic elements	Gorelick	Introduction to Myth
Week 6: Sep 25/Sep 27	How does myth play a role in knowledge?	Gorelick	
Week 7: Oct 2/ Oct 4	Letting Go of What We "Know" with Lego: A screening of the Lego Movie	All	<b><i>DUE Oct 5: Myth Paper (first draft)</i></b>
Week 8: Oct 9/Oct 11		All	
Week 9: Oct 16/Oct 18	How is the creative process a way we acquire knowledge?	Márquez	Reading available on Blackboard
Week 10: Oct 23/Oct 25	What does creativity tell us about the human experience and questioning authority?	Márquez	
Week 11: Oct 30/Nov 1	Discuss City as Text Project explanation	All	<b><i>DUE Oct 31: Myth Paper (final draft)</i></b>
Week 12: Nov 6/Nov 8	How does modern science work as a process?	Rodríguez	Check Blackboard
Week 13: Nov 13/Nov 15	Where are we as a society in the sciences now?	Rodríguez	Check Blackboard
Week 14: Nov 20/Nov 22	Ethics and Responsibility: Are you going to be a Jedi or a Sith?	All	<b><i>DUE Nov 21: Ethics Paper</i></b> <i>Nov 22: No Class (Thanksgiving Day)</i>
Week 15: Nov 27/Nov 29	City as Text Presentations		<b><i>DUE Nov 28: City as Text Presentation</i></b>
Week 16: Dec 4/Dec 6	Finals Week: good luck!!!		