

## God and Man in the “Great Conversation”

The Honors College — Florida International University  
IDH 3034 – Fall 2018

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### Course Description

From the dawn of history down to our own time the record of humanity’s struggle to give answer to the great questions of life has taken the form of a “great conversation,” whereby writers, while listening to the answers provided by their predecessors, have tried to offer their own solutions, — or to record their perplexity in the face of the difficulties encountered. This great conversation is ongoing, and it is there for us to draw near and listen to.

Perhaps no question has dominated this conversation more than that which reflects on the relationship between God and Man, faith and reason, the problem of evil or suffering, fate and free will. In this course we will read and discuss some of the great works of the past which address themselves to this great question. “Not,” as C.S. Lewis once wrote about the reading of old books, “that there is any magic about the past. People were no cleverer than they are now; they made as many mistakes as we. But not the same mistakes.” We will ourselves become participants in this great conversation, reflecting and commenting on their mistakes and ours, and — why not? — offering our own solutions.

### Course Requirements

1. Regular attendance and informed participation in the seminar.
2. One class presentation on one of the works read in class. A schedule for presentations will be determined during the first week of class.
3. One 2-3 page book reviews of a work dealing with the topics discussed in the course, to be determined in consultation with the professor.
4. One final reflection paper on a topic to be determined in consultation with the professor.

<b>Course Requirements</b>	<b>Number of Items</b>	<b>Points for Each</b>	<b>Total Points Available</b>	<b>Weight</b>
Attendance and participation	1	20	20	20%
Book review	1	20	20	20%
Book reviews	1	30	30	30%

Reflection paper		1	30	30	30%
<b>Total</b>		<b>4</b>	<b>100</b>	<b>100</b>	<b>100%</b>
<b>Letter</b>	<b>Range (%)</b>	<b>Letter</b>	<b>Range (%)</b>	<b>Letter</b>	<b>Range (%)</b>
A	95 or above	B	83 – 86	C	70 – 76
A-	90 – 94	B-	80 – 82	D	60 – 69
B+	87 – 89	C+	77 – 79	F	59 or less

## Course Calendar

### Week 1 — INTRODUCTION

Genesis 2:4-3:24 [ESV](#) | [KJV](#)

### Week 2 — FAITH AND REASON

Genesis 12:1-22:20 [ESV](#) | [KJV](#)

### Week 3 — FAITH AND REASON

Søren Kierkegaard, [Fear and Trembling](#)

### Week 4 — FAITH AND REASON

Plato, [Euthyphro](#)

### Week 5 — PAIN AND SUFFERING

Job 1-31 [ESV](#) | [KJV](#)

### Week 6 — PAIN AND SUFFERING

Job 32-42 [ESV](#) | [KJV](#)

### Week 7 — PAIN AND SUFFERING

Fyodor Dostoevsky, [The Brothers Karamazov](#), Book 5, Chapters 4-5

### Week 8 — PAIN AND SUFFERING

C.S. Lewis, [The Problem of Pain](#), Chapters 1-2

### Week 9 — PAIN AND SUFFERING

C.S. Lewis, [The Problem of Pain](#), Chapters 3-4

### Week 10 — PAIN AND SUFFERING

C.S. Lewis, [The Problem of Pain](#), Chapters 5-7

### Week 11 — IMAGE AND LIKENESS

C.S. Lewis, [Till We Have Faces](#), Book I, Chapters 1-6

### Week 12 — IMAGE AND LIKENESS

C.S. Lewis, [Till We Have Faces](#), Book I, Chapters 7-12

**Week 13 — IMAGE AND LIKENESS**

C.S. Lewis, [\*Till We Have Faces\*](#), Book I, Chapters 13-21

**Week 14 — THANKSGIVING BREAK**

**Week 15 — IMAGE AND LIKENESS**

C.S. Lewis, [\*Till We Have Faces\*](#), Book II, Chapters 1-4

**DUE:** Final reflection paper (THU, Dec 10 @ 11:59 PM)

**Week 16 — EXAM WEEK**

**TBA**

\* Please acquaint yourself with The Honors College's [academic](#) and [citizenship](#) policies, including the [portfolio](#) graduation requirement.

Suggested Text for Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements 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.

Suggested Text for Disability Resources

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 (DRC), if you have not done so already.

Academic Misconduct Policy

Registration for 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/honors-policies/>

### Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points

### Community Service

All Honors College students must complete at least 20 volunteer service hours per academic year (fall/spring). The best way to be involved is by working with the City of Sweetwater via our unique Honors College-Sweetwater Partnership. Opportunities there include tutoring, working with the Senior Citizens' Center, offering citizenship classes, and helping the Li'l Abner Foundation's work with children. Other opportunities include working with virtually any non-profit organization and campus fundraising projects. To document your community service hours, log onto MyHonors.

Volunteer hours DO NOT count toward the 20 citizenship points.

### 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. See <http://honors.fiu.edu/students/honors-advising-center/portfolio-for-graduating-seniors/>.

### 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. See <http://honors.fiu.edu/heart/>

### Global Learning Outcomes for IDH 3034

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Course Learning Outcome: 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 Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority