

**Origins of Ideas and Ideas of Origins**  
IDH 1001 U13-U16 Fall 2018  
The Honors College  
Florida International University

**Lecture/large-group classes:**  
Tuesdays at 2:00-3:15pm  
Room: GC280

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

**U13- Joseph Lichter**

Thurs 2:00-3:15pm, CP103  
Office hours: MW 3-5, CP307  
[jlichter@fiu.edu](mailto:jlichter@fiu.edu); (305) 348-6209

**U15- Ruben Garrote**

Thurs 2:00-3:15pm, DM144  
Office Hours: by appointment,  
[garroter@fiu.edu](mailto:garroter@fiu.edu) ; (305) 348-4100

**U14- Rebekah Schulze**

Thurs 2:00-3:15pm, CP115  
Office hours: by appointment, ZEB313  
[rschulze@fiu.edu](mailto:rschulze@fiu.edu), (305)348-3418

**U16- Adam Gorelick**

Thurs 2:00-3:15pm, DM163  
Office hours: by appointment  
[agorelic@fiu.edu](mailto:agorelic@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. The excerpts will come from the following books which you are encouraged/recommended to purchase (but you will be okay to use the excerpts for class only)

- *Introduction to Mythology*, Thury and Devinney
- *Myth and Meaning, Myth and Order*, Stephen C. Ausband
- *Republic*, Plato
- *Sapiens*, Yuval Harari
- *Structure of Scientific Revolutions*, Thomas Kuhn
- *But what if we were wrong*, Chuck Klosterman

**Grading Scale**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

**HOW ARE YOU BEING GRADED?**

- Infographic project – 20%
- Myth paper (1500 words) – 20%
- Future of science (1500 words)– 20%
- Place as Text presentation – 20%
- Tuesday Quizzes/Participation – 10%
- Thursday Participation – 10%

**Infographic project (20%) Due September 13th**

Your first assignment is a **group** assignment (the groups will be set by your small section instructor). You will develop an infographic that will explain either 1) Why homo sapiens are the dominant species, 2) Comparing the various ways of knowing or 3) a topic of your choosing (with the approval of your thursday instructor). Like the name implies, an infographic is an image or slide that gives information about a particular topic/problem. This is *not* just a collage of pictures (that will not suffice). The infographic gives information in a clear fashion on a topic. The utility of infographics in such areas business, research, science is tantamount to a research paper in that area, if not even more valuable for its simplicity and visual pleasure. You can find more valuable information on how to arrange the infographic (10 steps to designing one: <http://www.fastcodesign.com/1670019/10-steps-to-designing-an-amazing-infographic>). You will be graded on the presentation, the information presented (accuracy and amount), and your use of sources.

**Myth paper (20%) Due October 16<sup>th</sup>**

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 20th**

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.

### **Place as Text Video presentations (20%) Due November 13<sup>th</sup>**

The place as text video presentation will be your second **group** assignment of the semester and will be the final presentations in the course. The purpose of Place as Text as a learning module is to immerse yourself in a place to learn about the culture or history and society tied to it. We will be disseminating a list of 15 places in the south Florida area (within a 100 mile radius of the University campus) and you will be guided on how to study the site. This will include visitations to the site, interviewing people associated, reading books, articles, newspapers, and all media associated with the site as well as to find other ways of learning about it. We will recommend *multiple* visits in order to fully understand the site and collect video/photos/information. The final presentations need to be 5-7 minute long video presentations. All groups must be prepared to present by November 13<sup>th</sup>.

### **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 (dont be late) or the end (dont 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 dont 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*. 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 Honors College 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.*

<b>Class</b>	<b>Big Question</b>	<b>Lead instructor</b>	<b>Readings</b>
Week 1: Aug 21 <sup>st</sup> /23 <sup>rd</sup>	Why am I in the Honors College?	All	Plato's Allegory of the cave
Week 2: Aug 28 <sup>th</sup> /30 <sup>th</sup>	What makes human beings the dominant species?	Lichter	Harari's Sapiens (1 <sup>st</sup> 50 pages excerpt)
Week 3: Sep 4 <sup>th</sup> /Sep 6 <sup>th</sup>	What is knowledge? What distinguished truth from belief? What are the different ways of acquiring knowledge? What are <i>ontology</i> and <i>epistemology</i> ?	Garrote	
Week 4: Sep 11 <sup>th</sup> /Sep 13 <sup>th</sup>	Epistemology continued	Garrote	
Week 5: Sep 18 <sup>th</sup> / Sep 20 <sup>th</sup>	Educational Psychology How do we know "in the classroom"?	Schulze	
Week 6: Sep 25 <sup>th</sup> /Sep 27 <sup>th</sup>	How do we know "outside the classroom"? Travelling for knowledge: an introduction to Place as Text project	All	
Week 7: Oct 2 <sup>nd</sup> / Oct 4 <sup>th</sup>	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
Week 8: Oct 9 <sup>th</sup> /Oct 11 <sup>th</sup>	How does language affect the way we know things? Do words have meanings, or do sounds provide an idea of what words <i>should</i> mean?	Gorelick	
Week 9: Oct 16 <sup>th</sup> /Oct 18 <sup>th</sup>	How is the creative process a way of acquiring knowledge? Does art give us knowledge? What about theater?	Schulze	
Week 10: Oct 23 <sup>rd</sup> /Oct 25 <sup>th</sup>	How does film provide knowledge?	Adam	
Week 11: Oct 30 <sup>th</sup> /Nov 1 <sup>st</sup>	Is science the best type of knowledge?	Lichter	Excerpts from Kuhn's <i>Structure for Scientific Revolutions</i>

Week 12: Nov 6 <sup>th</sup> /Nov 8 <sup>th</sup>	What direction are the sciences taking now?	Lichter	Excerpts from Klosterman's <i>But what if We're Wrong</i> and Horgen's <i>End of Science</i>
Week 13: Nov 13 <sup>th</sup> /Nov 15 <sup>th</sup>	Places as Text Video presentations	All	
Week 14: Nov 20 <sup>th</sup> /Nov 22 <sup>nd</sup>	Places as Text Video Presentations	All	
Week 15: Nov 27 <sup>th</sup> /Nov 29 <sup>th</sup>	Places as Text Video presentations	All	