

Origins of Ideas and Ideas of Origins
IDH 1001 U21, 23, 24 2018-2019
The Honors College
Florida International University

Large Group Class:

Tuesdays, 2:00-3:15PM
Room: Engr. & Comp. Sci. 135

Small Groups (by section number/professor)

Thursdays, 2:00-3:15PM

Each section is in a different location; check your section enrollment on [myFIU](#)

U24 -- Regina Bailey

Classroom: GC 276
Office Hours: By Appointment
baileyr@fiu.edu

U21 – Michael Christie

Classroom: OE 222
Office Hours: Wed. 10:00-12:00, EC 2690, or by
appt. on Skype: m c christie
mchristi@fiu.edu

U23 – Cynthia Dottin

Classroom: GC 287A
Office Hours: By Appointment
dottinc@fiu.edu

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), *what's the traditional/educational/psychological view of knowledge and learning*, 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), 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 Canvas 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 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.

- *Flatland: A Romance of Many Dimensions*, Edwin Abbott Abbott (<https://ned.ipac.caltech.edu/level5/Abbott/paper.pdf>)
- *Allegory of the Cave* (Plato’s *Republic*) (<http://faculty.tamuc.edu/jherndon/documents/plato.pdf>)
- *Sapiens*, Yuval Harari
- Thury & Deviney, Chapter 3 “Greece – Hesoid”; Chapter 5, “The Bible – Genesis,” in *Introduction to Mythology*.
- *An Enemy of the People*, Henrik Ibsen ((<https://www.gutenberg.org/files/2446/2446-h/2446-h.htm>)
- *Structure of Scientific Revolutions*, Thomas Kuhn (http://projektintegracija.pravo.hr/download/repository/Kuhn_Structure_of_Scientific_Revolutions.pdf)
- *End of Science*, John Horgan
- *Escape from Freedom* and *On Disobedience*, Erich Fromm
- *Consilience: The Unity of Knowledge*, Edward O. Wilson
- *Against Unity*, Richard Rorty

Field trip

You are required to purchase a ticket for the exhibition.

- **Da Vinci – Inventions Exhibition**
Investigate a series of interactive, life-size machines crafted from the codices of Leonardo da Vinci that brings to life his work as an inventor, artist, scientist and engineer.
<https://www.frostscience.org/exhibition/da-vinci-inventions/>
Entry fee \$ 29.34

Discounted tickets

Miami Dade Public library limited free passes to museums. You must be a library member.
https://catalog.mdpls.org/search/searchresults.aspx?ctx=1.1033.0.0.9&type=Keyword&term=museum%20passes&by=KW&sort=RELEVANCE&limit=TOM=*&query=&page=0&searchid=1

Cultural Shock Miami \$5.00

<http://www.cultureshockmiami.com/events/phillip-and-patricia-frost-museum-science>

*Tickets are valid for one visit during the month of purchase. All sales are final. Tickets are not transferrable to another month. You may buy up to four tickets at \$5.00 each
On the first day of each month at 10:00 am Eastern time, a new set of tickets is available for purchase. The tickets may be used any day that the museum is open during the month of purchase.
Please make sure to check the museum’s hours in advance to verify that the museum is open on the day you wish to visit*

Other Frost Science discounts

<https://www.frostscience.org/plan-your-day/>

Grading Scale

A	A-	B+	B	B-	C+	C	D	F
93	90-92	87-89	83-86	80-82	77-79	70	67-69	<66

Graded Assignments

Flatland Paper (1500 words) -- 20%

Myth paper (2500 words) – 25%

“An Enemy of the People” (2500 words) -- 25%

Short Papers/Quizzes – 15%

Participation – 15%

Flatland Paper (20%) Due: September 20

In your first writing assignment please answer the following questions:

1. What parallels can you draw between Plato’s *Allegory of the Cave* and Abbott’s *Flatland*?
2. How does the Flatland view or irregularities in configuration relate to the question of whether nature or nurture has a greater influence on character development? How are Irregulars treated in Flatland?
3. Describe how Flatland combines two subjects that are not usually related: literature and mathematics. Discuss how these elements work together to emphasize and illustrate the novel’s central theme.
4. Discuss how class and social critique come together with math, logic, and methods of proof to tell a story on “many dimensions.”

Myth Paper (25%) Due: October 11

A Group Project, this 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. [The group must decide who will research, and address, each of these elements. Each group member is responsible for turning in his/her contribution. The group will submit the final/comprehensive Essay]). 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 (the Group) narrative should be 1500 words long, accompanied by an author’s (the Group) commentary of at least 1000 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.

An Enemy of the People Paper (25%) Due: November 15

The First-Year Seminar adopts a multidisciplinary approach to learning and discovery. Henrik Ibsen’s *An Enemy of the People* introduces the reader to a myriad of themes which include: Society and Class; Principles; Wealth; Rules and Order; Politics; Pride; Hypocrisy; Power; and Environmental Science. In keeping with the trajectory of our course and that of Ibsen’s work, write an Essay which seeks to answer the following questions:

- Is democracy inherently unjust?
- Are the majority of individuals in society ignorant? If so, do they, or do they not, have a right to govern themselves?
- How can minority groups, like those who agree with Dr. Stockmann, find a voice in a society that is based on majority rule?
- Is Dr. Stockmann a naïve fool or a brave soldier of truth?
- What does the Doctor mean when he says that the strongest people are those who stand alone? Do you agree with him?
- What role does science and the environment play in *An Enemy of the People*?

Short Papers/Quizzes (15%)

Throughout the course, we will be assigning short papers based on the readings. These may be given during class time – so don’t be late or leave early – or they may be assigned prior to class in response to the weekly readings.

Quizzes will be administered at the discretion of the professor as needed. Generally, these will either be embedded within a PowerPoint, or to start the class section.

Class participation (15%)

The Tuesday classes will be with the entire section. Your Thursday section will be with a much smaller group. In both sections, we want to see you participate. If you are uncomfortable in the larger section, your Thursday section will be much smaller than most of your other 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 in both sections. Therefore, even if you don't generally like to speak up in class, you will have a chance in your Thursday section. You will be presenting in both the large and small sections, however, so be prepared to get involved.

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, with one-inch margins, and 12-point Times New Roman or Calibri font.

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 Canvas.

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

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 Requirements

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. See <http://honors.fiu.edu/current-students/community-service/>.

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.

Class	Big Question	Readings/Assignments (Links on Canvas)
Week 1: Aug 21/23	Introduction and Welcome Why am I in the Honors College?	
Week 2: Aug 28/30	What is the nature of reality? Gaining knowledge through philosophical meaning (Cindy Dottin)	Plato’s Allegory of the Cave (Allan Bloom translation) Book VII, 514a- 521d http://faculty.tamuc.edu/jherndon/documents/plato.pdf Bloom, Plato’s Republic http://www.inp.uw.edu.pl/mdsie/PoliticalThought/Plato-Republic.pdf Edwin A. Abbott, <i>Flatland: A Romance of Many Dimensions</i> https://ned.ipac.caltech.edu/level5/Abbott/paper.pdf
Week 3: Sep 4/6	What makes human beings the dominant species? (Dr. Michael Christie)	Harari’s Sapiens (1 st 30 pages excerpt)
Week 4: Sep 11/Sep 13	What is knowledge? What distinguishes truth from belief? What are the different ways of acquiring knowledge? (Regina Bailey & Cynthia Dottin)	Excerpts from Scruton’s <i>A Short History of Modern Philosophy</i> (Descartes pp. 27-37) https://portalconservador.com/livros/Roger-Scruton-A-Short-History-of-Modern-Philosophy.pdf online videos Descartes, Meditations I & II http://selfpace.uconn.edu/class/percep/DescartesMeditations.pdf

Week 5: Sep 18/Sep 20	How does myth play a role in human evolution? (Prof. Janet McDaniel)	Reading available on Canvas Due Sept. 20: Flatland/Allegory Paper
Week 6: Sep 25/ Sep 27	Educational Psychology Learning philosophy Educational mindset How do we “know” in the classroom? (Prof. TBA)	Reading available on Canvas
Week 7 Oct 2/ Oct 4	How is the creative process a way we acquire knowledge? (Regina Bailey)	Reading available on Canvas https://www.youtube.com/watch?v=WSxpX5ld_js https://www.cse.iitk.ac.in/users/se367/14/Readings/sacks-Oliver-1995_anthropologist-on-mars_the-last-hippie.pdf
Week 8: Oct 9/ Oct 11	Origin of Science and Where are we Today? (Dr. Michael Christie)	Reading available on Canvas
Week 9: Oct 16/Oct 18	How Does Modern Science Work As A Process? (Dr. Michael Christie)	Due Oct 11: Myth Paper
Week 10: Oct 23/Oct 25	What role(s) does democracy play in a given society? A consideration of society, politics, science and the environment. Henrik Ibsen, <i>An Enemy of the People</i>	Karl Popper: the enemy of Certainty. Parts 1-4. https://theguardian.com/commentisfree/2012/sep/10/karl-popper-ene-y-uncertainty
Week 11: Oct 30/Nov 01	Consilience, or Not? (Presented by Student Groups)	<i>Consilience: The Unity of Knowledge</i> , Edward O. Wilson (available on Canvas) Read (Chapters 1-4,7) and presentations Excerpts from Klosterman’s <i>But what if We’re Wrong</i> and Horgen’s <i>End of Science</i>
Week 12: Oct 6/Nov 8	Rorty	In Thursday’s 11/02/17 class , will discuss Richard Rorty’s <i>Against Unity</i>
Week 13: Nov 13/ Nov 15	Review Session on various “Ways of Knowing”	DUE Nov 15: An Enemy of the People Paper
Week 14: Nov 20/ Nov 22	What is Polymathy? A look at Hildegard Von Bingen TBA	Nov. 22: No Class (THANKSGIVING DAY)
Week 15: Nov 27/Nov 29	Leonardo de Vinci (Regina Bailey)	<i>Vasari Lives of arts.</i> https://ebooks.adelaide.edu.au/v/vasari/gio/gio/lives/part3.html https://ebooks.adelaide.edu.au/v/vasari/gio/gio/lives/part3.1.html

		<i>Leonard de Vinci's Notebook</i> http://www.bl.uk/manuscripts/Viewer.aspx?ref=arundel_ms_263_f001r#
Week 16: Dec4/ Dec 6	FINALS WEEK	HAPPY HOLIDAYS