



IDH 1001 Honors Seminar I

The Origin of Ideas and the Idea of Origins

**** NOTE:** The instructors reserve the right to change or modify the syllabus at any time during the semester.

Course Details

Course Time: Tuesdays and Thursdays, 09:30 – 10:45 AM

Course Location: Tuesdays: PG5, Market Station, 134

Thursdays: GL139(U27), PCArch180(U28), EngrCS132(29), VH131(U30)

Faculty:	U27	Ruben Garrote	garroter@fiu.edu
	U28	Nicolas Terradas	nterr005@fiu.edu
	U29	Sian Evans	sevans@fiu.edu
	U30	Antonio Pedrero	apedrero@fiu.edu
Teaching Asst.		Osiris Peña Garcia	opena012@fiu.edu

Meetings are by appointment. Honors College Tel. 305-348-4100

Course Description

What do we know? And how do we know it? As one of your introductory courses in the Honors College at FIU, this class will begin your journey in higher education by posing a series of epistemological questions and concerns for studying the nature of our intellectual pursuits. Our belief is that it is not just necessary to study something or learn something: one must be able to take a step back and understand the assumptions that are being made, the implications that our study has for the world, and where we stand in relation to all these pursuits.

During fall, we will be exploring major discourses in epistemology, including those over the structure of knowledge, skepticism, definition, justification, limitations, and related notions. By bringing together a diverse team of faculty from Biology & Anthropology (Evans), Religious Studies and Metaphysics (Garrote), Law & Economics (Pedrero), and Political Science & International Relations (Terradas), this course seeks to explore the questions of reality and knowledge from multiple perspectives and utilizing various tools.

The goal is to garner the multiple perspectives that make up the production of knowledge and the understanding of reality; to understand where knowledge comes from and how to tell the difference between “*knowing*” and other states of judgement like opinions, beliefs, and assumptions. A medical doctor’s diagnosis, for example, must be more than just unsubstantiated opinions. In a court of law, we presume that rulings are made based on knowledge of the facts. Engineers must know that a road is structurally and materially sound even before it is built. In this context, we may ask, “*do you really know that?*” To answer this, we must understand where knowledge comes from and what it means to actually *know* something.

NOTE: Course content features sexually explicit and/or violent artworks and texts. In addition, many class meetings are off campus; students must provide their own transportation.

Course Objectives / 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;
- Describe and discuss how different ways of knowing can cause conflicts in contemporary society.
- Implement complex research strategies using online and print media.
- Construct open-ended questions and define their own learning goals relevant to course material. They will be able to formulate and execute plans for realizing these goals individually and in collaboration with other students.
- Apply writing, reading, movement, group discussion, and project-based techniques to gain mastery of course material.

- Develop and sustain an ongoing writing, research and creative practice to gain fluency and engage in problem solving around course-related subject matter, defined by themselves or others.
- Analyze human cultural phenomena from a variety of disciplines and perspectives.
- Apply writing, research, and analysis to articulate their personal experiences in a broader historical and cultural context.
- Gain appreciation of the breadth of the performing / visual arts as cultural mediums (including the limitations) for accessing target populations.

Required Textbooks

Texts and/or links to all assigned course reading and viewing materials will be made available through Canvas by your instructors. There is NO requirement to purchase texts for this course. Your instructors may also, from time to time, post or refer you to reference materials or study aids that may be of interest or assistance.

Evaluation and Grading

Graded Assignments

Assignment Description and Criteria	Relative Grade Wt.
Material Comprehension Quizzes (10 “pop” – not previously announced)	20%
Reflection papers / AS assigned per instructor	20%
Attendance and class participation	30%
Final Project / AS Assigned per instructor	30%
<i>** Further details will be given in class **</i>	

Grading Scale

Letter Grade	Percentage	Grade Points
A	91-100 %	4.00
A-	89-90	3.67
B+	87-88	3.33
B	82-86	3.00
B-	80-81	2.67
C+	78-79	2.33
C	70-77	2.00
D	60-69	1.00
F	59 or below	0.00

Attendance / Classroom Etiquette

Class attendance is an important component of your grade. You will be allowed one unexcused absence or one unexcused instance of tardiness, no questions asked, with no-penalty. **Note** well: this is one absence **OR** one lateness, not one of each (the logical OR function, not the logical AND function). Any additional absence will incur a 12-point penalty per occurrence. Additional lateness occurrences are penalized as follows; 0-5 minutes = no penalty, 5-20 minutes = 6 points, >20 minutes = 12 points. If you notify your professor BEFORE class, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor before class, there is no possibility of waiving the penalty. Since professors will only consider waving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed quizzes. You have to be in class or you will receive a zero for the quiz.

Be diligent about checking **email** and **Canvas**. We assume students are aware of all announcements, assignments, and course changes communicated through **email** and/or **Canvas** announcements.

Technology Policy

The use of laptops, cellular phones, smart watches or any other device for voice or text communication is prohibited for the duration of the class. **UNLESS OTHERWISE INDICATED, YOU MUST TURN OFF AND PUT AWAY ALL ELECTRONIC DEVICES AT THE BEGINNING OF CLASS.**

Writing Policy

Write like it matters because it does. All written work must consistently adhere to the Chicago Manual of Style, the APA Manual, or the MLA Manual and correctly cite all sources. Do not plagiarize. Do not copy and paste text from the internet, change a word here and there, and think no one will notice. **CITE YOUR SOURCES.**

Revise and proofread all written work before submitting. Read it aloud to a friend. Read it aloud to yourself. Read it out loud in the mirror. I mean really do it, don't just mentally do it. You will be amazed at how helpful this is. Students who need extra help with their writing will be instructed to use the university's free tutoring services and may receive extra credit for doing so. They can access these services through the On-Campus Learning Center at PC 247 and the [Online Learning Center](#). All students must adhere to the Academic Integrity Policy of The Honors College and Florida International University.

The following two sources may help you. Also, please note that there are excellent writing resources and labs at FIU. Feel free to contact any of us (instructors) regarding any writing concerns that you have prior to submitting any work to be graded.

Purdue Owl: Avoiding Plagiarism:

<https://owl.english.purdue.edu/owl/resource/589/02/>

The Purdue OWL (Online Writing Lab) is another excellent resource:

<https://owl.english.purdue.edu/owl/resource/717/01/>

Religious Holidays

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.

Disability Clause

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.

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 \(Now known as Engagement\)](#)

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**.

[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.

[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 “policies” page](#) and [the Academic Misconduct procedures webpage](#).

For additional useful information, also review:

- [FIU Code of Academic Integrity](#)
- [FIU Student Handbook](#)
- [FIU Honors College Policies](#)
- [Accessibility and Accommodation Information](#)
- [FIU Academic Misconduct Statement](#)

Course Summary and Preliminary Class Schedule – Fall 2018

DATE	Lead Instructor	Topics
NOTE: Specific topics and order subject to revision by instructors. Will be updated as needed.		
TUE 8/21	ALL	Intro to course; Review of syllabus; What should this course be about? What do we know and how do we know it?
PART I – Being Human: How do we Know that we Know?		
THU 8/23		<i>Small-section class discussion</i>
TUE 8/28	Evans	How did <i>sapiens</i> become the dominant species?
THU 8/30		<i>Small-section class discussion</i>
TUE 9/4	Garrote	Perception: Allegory of the Cave
THU 9/6		<i>Small-section class discussion</i>
TUE 9/11	Terradas	Science and the Scientific Method
THU 9/13		<i>Small-section class discussion</i>
TUE 9/18	Pedrero	Skepticism: limits of (and to) knowledge
THU 9/20		<i>Small-section class discussion</i>
TUE 9/25	Evans	Personhood and Empathy
THU 9/27		<i>Small-section class discussion</i>
PART II – Being Rational: Arriving at a definition of Knowledge		
TUE 10/2	Garrote	Unity of the Sciences: Consilience Enchantment, Enlightenment, Genes, and Culture
THU 10/4		<i>Small-section class discussion</i>
TUE 10/9	Terradas	Against Unity
THU 10/11		<i>Small-section class discussion</i>
TUE 10/16	Pedrero	Justification applied: reasonableness and other parameters
THU 10/18		<i>Small-section class discussion</i>
TUE 10/23	Evans	Truth: information, misinformation, and its kindred spirits
THU 10/25		<i>Small-section class discussion</i>
TUE 10/30	Garrote	Belief: Ethics and Religion;
THU 11/1		<i>Small-section class discussion</i>
TUE 11/6	Terradas	K=JTB? Science, Pseudo-Science, and the Art of the Scientific Method
THU 11/8		<i>Small-section class discussion</i>
TUE 11/13	Pedrero	Is there a place for the Arts in the study of knowledge – and if so, what?
THU 11/15		<i>Small-section class discussion</i>
Part III – Conclusions (and making sense of the semester)		
TUE 11/20	ALL	SUMMARY: What do we know? How do we know it? Should we have any sort of consilience? Why does any of this matter?
THU 11/22		Thanksgiving Holiday – No Classes
TUE 11/27	ALL	Student Presentations
THU 11/29	ALL	Student Presentations
MON 12/3- FRI 12/7		FINALS Week – see Final Exam Academic Schedule <i>POD Party – end of first Semester!</i>