



Honors College
FLORIDA INTERNATIONAL UNIVERSITY

Origins of Ideas and Ideas of Origins
(Other Ways of Knowing)
IDH 1002 – Spring 2019
T/TH 12:30 – 1:45
SIPA 220, January 8 – 31, 2019
GL 100B, February 5 forward through end of semester

Professor Contact Information

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Required Text

Eco, Umberto. *Foucault's Pendulum*. Translated by William Weaver. Harcourt, 1989.
ISBN 978-0-15-603297-1

Course Overview

This course will use *Foucault's Pendulum* by Umberto Eco to investigate the nature and need for meaning in life. We will explore esoteric ways of knowing through rituals, faith, love, meditation, and devotion.

Learning Outcomes

By the end of the semester students will have

- Experience of esoteric approaches to knowledge
- Experience differentiating knowledge and pseudo-knowledge
- An understanding of the history of Western esoteric traditions
- Experience in lesson planning and leading a class
- Improved research and analysis skills
- Improved understanding of symbolic language and its uses

Attendance and Classroom Etiquette

Class attendance is an important component of your grade. You will be allowed one unexcused absence with no questions asked and with no penalty. Any additional absences could have a negative effect on your grade; for example each absence might lead to an incremental grade drop per occurrence (e.g. A- becomes B+). If you notify your professor BEFORE class, these penalties may be excused for emergency situations at the discretion of the professor. 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.

YOU MUST TURN OFF AND PUT AWAY ALL ELECTRONIC DEVICES AT THE BEGINNING OF CLASS. The use of cellular phones, smart watches or any other device for voice or text communication during class is prohibited. If your phone rings audibly during class, you will have to sing a song of your choice before leaving that day, in front of the professors and all your classmates. Laptop use will be permitted during the first four weeks of the semester, when we are meeting as a large group (alongside Gerstman and McDaniel's sections) in SIPA 220. Once we break apart, from February 5 forward, laptops will NOT be permitted in class. You will be expected to pay careful attention to your classmates' presentations. You may take hand-written notes during these presentations, but no computers may be used.

Guidelines for Written Work

All written work must adhere to your individual professor's guidelines which will be discussed in class. 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. Center offices are located in GL 120 (MMC), Glen Hubert Library, First Floor (BBC), and EC 2780 at the Engineering Center. For more information, go to <http://writingcenter.fiu.edu/>. All written work must be submitted to Turnitin. In addition, your individual professor may also require a hardcopy. **Plagiarism can result in expulsion from the Honors College and the University.** 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.

Course Requirements

Please take the time to read through the description of each course requirement. If you have any questions, talk to us early in the semester.

Student Led Presentations and Class Discussions (30%)

Using the “How to Prepare for a Student Led Discussion” as a guide, each student will be responsible for leading the class content once during the semester on an assigned section of *Foucault's Pendulum*. Each presentation will be 20 minutes long in the format of a Power-point and should:

- 1) summarize the assigned chapters (5 points)
 - a. begin with a brief recap of the previous chapters
 - b. end with a look ahead at the upcoming chapters
- 2) provide analysis on (5 points)
 - a. the connection between the assigned content and its Sephirah/Sephirot
 - b. the introductory quotes for their chapters, the chapter content and Sephirah
- 3) provide background information on traditions, historical content, and people and places mentioned in the chapters (5 points)
- 4) generate meaningful class discussion questions. (3 points)
- 5) create a glossary of terms at the end. Words should be ones you don't know about or know very little about. (2 points)
- 6) Lesson Plan: In addition, **each student must submit a Lesson Plan** at the beginning of the presentation; this will be given to the professors. The lesson plan should summarize how you will cover the points listed above. The lesson plan must be no more than two pages in length. (5 points)
- 7) Stylistics of your Power-point presentation (5 points)

Good Power-points:

- Use a font no smaller than 20pt
- Do not use a lot of words on each slide
- Are created being conscious of the colors, especially the font. White may be bothersome and more difficult.
- Become a guide for your presentation – Do not read directly from your presentation slides.
- Have images
- Are well organized

- Are PROOFREAD!
- Have clear and concise discussion questions

You must upload your power-point on Canvas by 12pm on the day you present. You must

- have a backup for accessibility (such as a thumb drive or emailed copy).
- Bring two printed copies of your power-point to class and give them to the professors before you begin the presentation.
- email Professor Abukhodeir and Sutton three multiple choice questions by 5pm the night prior to your presentation. Failure to send questions will result in a **5 Point deduction**.

Text as City (20%); Proposals due on March 5; Projects due on April 4

The semester project will be an adaptation of the City as Text “walkabout.” This exercise would normally involve structured explorations during which students interact in multiple ways with the space and inhabitants of a particular city in order to “read” it. The content of experience emerges from some combination of site-specific elements (local economics, culture, and geography). In this course you will attempt this exercise in relation to an ancient city—and one which will be physically inaccessible to you. In order to “read” it, therefore, you will first have to “reconstruct” it by means of research and creative application of that research.

You will choose an actual location (castle, city, meeting place, etc.) used by a group discussed in the book with your professor’s permission. Students will not be able to choose the same site, so if you have a strong preference as to location you wish to research, approach the professors earlier than March 7. Using archaeological descriptions, maps, and other legitimate historical information, describe how the location was organized for symbolic, secretive, and/or defensive purposes. The primary focus is on the time-period your group occupied the location. E.g. many castles occupied by the Templars continued to have a long history after the Templars left. Any information about the site before or after your group’s occupation is irrelevant and should only be included as cursory background information.

You will produce portfolios during your process of reading/reconstruction. These will include the proposal, and the project itself (description, images, map, and annotated bibliography) as outlined below:

- **Proposal, due 3/5 – (worth 4 points)** 1 page, uploaded to Canvas and two hard copies brought to class for professors. Name of location, group to whom it belonged, year it was built, years your group occupied the site, and minimum of 2 academic sources. Make sure there is sufficient historical information and/or archaeological data on your location.
- **A description (worth 4 points)** of the location with (two pages) including a detailed description of its parts and their functions: when was it built, what was its original purpose (was it built by the group that you are reporting on or did your group come to

this site after it was built), what aspects of its construction were especially important to your group.

- **Images (worth 2 points)** (actual or reconstructed) of the building with labels/annotations (minimum of 3 images).
- **An image of a work of art or artifact (worth 2 points)**, including a one-page description. See Professor McDaniel if you have difficulty finding one.
- **A map** (single page) of the building that you annotate (**worth 4 points**). Parts of your location may not have been constructed at the time your group occupied the site. If you include those sections, clearly mark them as such. Simply printing out an existing map already labeled will result in **0 points**. You may use an existing map but the annotations must be your own!
- **Annotated Bibliography** (minimum of five academic sources) **worth 4 points**.

Midterm Exam (20%) Thursday, March 7

This will be an in-class exam and will require a Blue Book, a pen, and nothing else. You may not bring in anything else with you—no notes, and not even the text of *Foucault's Pendulum*. Everything you need will be provided to you, either in the text of the exam, or on the screen, projected for all to see.

In-Class Quizzes (10%)

Quizzes will be given at the beginning of class, from January 29 forward, on the readings for that class. You must arrive to class on-time to take the quiz. Make-ups will not be allowed. From February 5 forward, when it is your day to present on the text, you must email Professors Abukhodeir and Sutton three multiple choice questions by 5pm the day before. The professors will then create the quiz using some or all of your questions.

Active Class Participation (20%)

Each student is expected to demonstrate knowledge of the course content through oral participation during class. Your participation grade rests on your active participation during class. This means contributing to class discussions. It does NOT mean merely attendance or presentations. Take this course component as seriously as Professors Abukhodeir and Sutton do.

Grading Scale

Grades are based on accumulated points, 100 in total

Letter Grade	Range (%)	Letter Grade	Range (%)	Letter Grade	Range (%)
A	94 or above	B	83 - 86	C	70 - 76
A-	90 - 93	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

University Scale and Your GPA

Grade	Points Per Credit Hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
F	0.00

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.

Physical, Mental, and Sensory Challenges

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).

Course Calendar – Subject to Change

- 1/8 General Introduction
- 1/10 Qabalah and Sephirot (McDaniel)
- 1/15 Gnosticism – early Christianity (McDaniel)
- 1/17 Gnosticism – later trajectories (McDaniel)
- 1/22 History of Jerusalem (Abukhodeir and McDaniel)
- 1/24 Chivalric Orders and other Matters (Sutton)
- 1/29 Foucault’s Pendulum and Keter, chapters 1 - 2 (Gerstman)
- 1/31 Chockmah, chapters 3 – 6 (McDaniel)

Note well: After January 31, our four sections will split apart. Professor Abukhodeir and Professor Sutton’s sections, beginning on February 5, will meet separately from Professor Gerstman and McDaniel’s sections. Our group of 36 students will meet in GL 100B from February 5 forward.

2/5 Begin Student Presentations

- 2/5 Binah, chapters 7 - 9 and 10 - 12 (TBA: One Abukhodeir and one Sutton student)
- 2/7 Binah, chapters, 13 and 14 - 15 (TBA: One Abukhodeir and one Sutton student)
- 2/12 Binah, chapters, 16 – 17 and 18 – 19 (TBA: One Abukhodeir and one Sutton student)
- 2/14 Binah, chapters, 20 – 22 and Hesed, chapters, 23 – 26 (TBA: One Abukhodeir and one Sutton student)
- 2/19 Hesed, chapters, 27 – 30 and 31 – 33 (TBA: One Abukhodeir and one Sutton student)
- 2/21 Gevurah, chapters, 34 – 36 and 37 - 39 (TBA: One Abukhodeir and one Sutton student)
- 2/26 Gevurah, chapters, 40 – 43 and 44 - 47 (TBA: One Abukhodeir and one Sutton student)
- 2/28 Gevurah, chapters, 48 – 50 and 51 – 54 (TBA: One Abukhodeir and one Sutton student)
- 3/5 Gevurah, chapters, 55 – 57 and 58 – 60 (TBA: One Abukhodeir and one Sutton student)

- **Proposals for Text as City due**

3/7 Midterm, taken in class

3/12 and 3/14: NO CLASS—Spring Break

3/19 Gevurah, chapters 61 – 63 and Tiferet, chapters, 64 – 67 (TBA: One Abukhodeir and one Sutton student)

- 3/21:** Now for something completely different (TBA)
- 3/26** Tiferet, chapters, 68 - 71 and 72 – 74 (TBA: One Abukhodeir and one Sutton student)
- 3/28** Tiferet, chapters, 75 - 77 and 78 - 81 (TBA: One Abukhodeir and one Sutton student)
- 4/2** Tiferet, chapters, 82 - 84 and 85 – 88 (TBA: One Abukhodeir and one Sutton student)
- 4/4** Tiferet, chapters, 89 – 93 and 94 – 97 (TBA: One Abukhodeir and one Sutton student)
- **Text as City Projects due**
- 4/9** Tiferet, chapters, 98 - 101 and 102 – 104 (TBA: One Abukhodeir and one Sutton student)
- 4/11** Tiferet, 105 - 106 and Nezah, chapters 107 – 108 (TBA: One Abukhodeir and one Sutton student)
- 4/16** Nezah 109 - 111 and Hod, chapters, 112 – 114 (TBA: Two Sutton students)
- 4/18** Hod, 115 – 117 and Yesod and Malkut, chapters, 118 – 120 (TBA: Two Sutton students)
- 4/23** **Class meets from 12 noon – 2 pm: Class Celebration (details to be announced!)**

Honors College Requirements and Policies

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 [Honors College Portfolios](#).

Academic Misconduct Procedures and Penalties

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. 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 <http://honors.fiu.edu/students/policies/> Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://integrity.fiu.edu/>

FIU Honors College Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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

Honors Engagement Requirements

Honors College students are required to accumulate at least **20 engagement 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 engagement points**.

Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. See [Honors College Engagement](#).

The **point value** of an event **will be noted on emails and flyers** when it is promoted. For a general breakdown, see the value table below.

Activity	Point Value
Leadership Lecture	4
Colloquium	4
Club Meeting	1 (max of 5)
Honors Hour	3
HEARTS Event (all types)	2
Honors College Event – Honors Place	1
Other (Specific HC Sponsored Event)	2
Library Study Room (GL 310A) Visits	10 visits = 1 (max of 1)

** There will be a few online events to choose from as well.

Because of the added flexibility of the new system, all students must fulfill the annual requirement-no exceptions.

Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door.

Students will track their points at <http://myhonors.fiu.edu>. We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the **Dean’s Citizenship List**.

Honors Hours: Honors Hours provide informational sessions, social and entertainment opportunities, and workshops to expand your undergraduate experience. **Each Honors Hour session has a 2-point value.**

For a full list of Honors Hours for the current semester, go to <http://honors.fiu.edu/events/honorshours/>

If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu.

Colloquia: Every semester we invite Honors College faculty fellows to give presentations on topics of interest.

Each Colloquium has a 3-point value: For a full list of Colloquia for the current semester, go to <http://honors.fiu.edu/events/>

Community Service (20 Hours of Community Service per Academic Year): An important part of being a member of the Honors College student is demonstrating leadership by serving the extended community. The Honors College service requirement is modest—at least 20 hours per academic year to a non-profit endeavor. There are many ways you can get involved—campus fundraising for non-profit organizations, volunteering for community projects, and so on. If you’re not sure what to do, please contact the Coordinator of Student Programs at 305-348-4100. The Honors College has many community initiatives in which you can participate, particularly with the City of Sweetwater (e.g., tutoring, computer classes for the elderly, citizenship classes, etc). These hours *DO NOT* count toward the 20 engagement points discussed above.

Documenting your Community Service Hours: To document your community service hours, log on to the [MyHonors](#) website.

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/current-students/hearts/>.