



**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**

**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 absence will incur 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. 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.

**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. Laptop use must be approved by your individual professor and you must sit in the first two rows.

### **Guidelines for Written Work**

All written work must adhere to your individual professor's guidelines which will be discussed in the individual Thursday sections. 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 (35%)**

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.* The presentation will be 25 minutes long in the format of a Powerpoint. 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. **(5 Points)**
- 5) Create a glossary of terms (numbering 10-25) at the end AND insert on the class wiki page. Words should be ones you don't know about or know very little about. **(5 Points)**
- 6) Lesson Plan and Multiple Choice Questions: **(5 Points)**
  - a. **Each student must submit a Lesson Plan** at the beginning of the presentation. 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. A Lesson Plan is an outline, NOT your notes nor a word-for-word repeat of your presentation.
  - b. Email Professor McDaniel (through Canvas) 3 multiple choice questions by 5pm the night prior to your presentation.**

Note: Good Powerpoints **(5 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 to read.
- Become a guide for your presentation – Do Not Read a presentation.
- Have images
- Are well organized
- Are **PROOFREAD!**
- Have clear and concise discussion questions

You must upload your powerpoint on Canvas by 12pm on the day you present. You must have a backup for accessibility.

### **Text as City (25%)**

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. 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, which should include the following:

- **Proposal Due 3/7 – worth 5 of the 25 points** 1 page single file upload on Canvas. 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** 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** (actual or reconstructed) of the building with labels/annotations (minimum 3).
- **An image of a work of art or artifact**, 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 5 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 5 points**.

### **Midterm Exam (15%)**

This will be an in-class exam and will require that you bring a Blue Book.

### **In-Class Quizzes (15%)**

Quizzes will be given at the beginning of some classes on the readings for that class. You must be on-time. Make-ups will not be allowed. When it is your day to present, you must email Professor McDaniel three multiple choice questions by 5pm the day before.

### **Active Class Participation (10%)**

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.

### **Grading Scale**

Grades are based on accumulated points, 100 in total

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

### **University Scale and Your GPA**

<b>Grade</b>	<b>Points Per Credit Hour</b>
<b>A</b>	4.00
<b>A-</b>	3.67
<b>B+</b>	3.33
<b>B</b>	3.00
<b>B-</b>	2.67
<b>C+</b>	2.33
<b>C</b>	2.00
<b>D</b>	1.00
<b>F</b>	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 Intro (All)
- 1/10 Cabala and Sephirot (McDaniel)
- 1/14 **Last Day to Drop/Add**
- 1/15 Gnosticism – early Christianity (McDaniel)
- 1/17 Gnostic Trajectories (McDaniel)
- 1/22 History of Jerusalem (Abukhodeir and McDaniel)
- 1/24 Chivalric Orders (Sutton)
- 1/29 Foucault’s Pendulum and Keter, chapters 1 - 2 (Gerstman)
- 1/31 Hokhmah, chapters 3 – 6 (McDaniel)
- 2/5 **Begin Student Presentations**
- 2/7 Student Presentations
- 2/12 Student Presentations
- 2/14 Student Presentations
- 2/19 Student Presentations
- 2/21 Student Presentations
- 2/26 Student Presentations
- 2/28 Student Presentations
- 3/5 Student Presentations
- 3/7 Student Presentations
  - **Due Text As City Proposal**
- Spring Break March 11 - 16**
- 3/18 **Last Day to Drop with a DR Grade**
- 3/19 **Midterm**
- 3/21 Student Presentations

**3/26** Student Presentations

**3/28** Student Presentations

**4/2** Student Presentations

**4/4** Student Presentations

- **Due Text as City Projects**

**4/9** Student Presentations

**4/11** Student Presentations

**4/16** Student Presentations

**4/18** Student Presentations

**Final Exam TBA**

# Honors College Requirements and Policies

**Student Portfolios** <http://honors.fiu.edu/current-students/portfolio/>

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. 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

**Academic Misconduct Procedures and Policies** <http://honors.fiu.edu/honors-policies/>

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/honors-policies>) and the Academic Misconduct Procedures available at <http://integrity.fiu.edu/misconducts.html>.

Please refer to the following documents for additional information:

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

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

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

**Honors Education in the Arts (HEARTS)** <http://honors.fiu.edu/current-students/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 Engagement Requirements** <http://honors.fiu.edu/current-students/citizenship/>

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. 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.

**Community Service** <http://honors.fiu.edu/current-students/community-service/>

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above.