

12 December 2018

The Origin of Ideas and the Idea of Origins

The Honors College, Florida International University
IDH 1002 – Spring 2019

Instructors: Pete Markowitz and Michael Yawney
Tuesdays & Thursdays: 11:00 AM – 12:15 PM

Classrooms and Professor Contacts:

Classes meet on Tuesdays & Thursdays in the **Green Library, Room 100A**.

Professor Yawney

Office hours: TBD, WPAC 139A; myawney@fiu.edu; 305-348-7545 (o)

Professor Markowitz

Office Hours: M/Th 1:00-2:30 or as arranged CP 209; markowit@fiu.edu; 305-348-1710 (o) or 954-296-5749 (cell)

This syllabus is a “living” document in that it will be continuously updated throughout the Spring 2019 term. You can find information about both fall and spring calendars included. You will always find it posted on Canvas.

Overview:

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. 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 of these pursuits. By bringing together a team of faculty from Physics, and Performing Arts, this course seeks to explore the questions of reality and knowledge by multiple perspectives. The goal is to garner the multiple perspectives that make up the production of knowledge and the understanding of reality.

NOTE: Course content features sexually explicit and/or violent artworks and texts. To explore these questions we will turn to a wide variety of sources, from classic works to science fiction, from ancient myths to assessments of modern science, from documentary film to popular movies.

As we explore these issues during the semester, you will examine different ways of learning, track disease, examine climate change, debate love and hate and pleasure, play the roles of scientists and politicians throughout history, learn new ways of knowledge, be tasked with defending positions you may not agree with, and teach each other ancient, classical and modern arguments. You will be challenged and forced to defend your positions.

The Fall 2018 semester introduced you to new ways of learning via *City as Text*. The Spring 2019 term will introduce you to additional ways of examining our knowledge and ideas through the *Reacting to the Past* teaching pedagogy. Each game requires you to interact differently, and takes

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place in a different cultural context. One of the challenges is to figure out how you should correspondingly behave.

Required Readings:

In designing the Spring 2019 course, we went to some effort to avoid requiring you to purchase expensive textbooks. However any material assigned to you **MUST** be read – you will need the knowledge for class.

Readings will be available online, in the course Canvas modules and assignments. For the first exercise, you will all be required to read the chapters/pages listed here:

1. J. Summers, *SOHO: A history of London's most colorful neighborhood*. Bloomsbury, 1991. ISBN 0747508739, Chpt. .5 available within Blackboard
2. S.J. Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic - and How It Changed Science, Cities and the Modern World*. Riverhead Books, 2007. ISBN 1594482691, Chpt. 1 available within Blackboard.
3. T. Koch, *Disease Maps: Epidemics on the Ground*, University of Chicago Press, 2011, ISBN 0226449351, Chpts 2 & 10 available within Blackboard.
4. Ackerknecht, EH (1948). Anticontagionism between 1821 and 1867. Reprinted in *Int J Epidemiol* 38: 7-21 (2009). Available within Blackboard.
5. M. Hayes and E. Nelson, *London 1854: Cesspits, Cholera and Conflict over the Broad Street Pump*, gamebook. Available within Blackboard.

Each additional exercise will similarly have a set of readings for you to read posted within Blackboard (typically just before we start that exercise).

Additional Reading:

The required readings above are a jumping off point. Students are expected to research and read additional materials to prepare more fully for papers, discussions, individual assignments and game exercises. There are a large number of books available about cholera, the history of London, the discovery of new planets, and other related material. However, students need to be sure and distinguish between reputable sources and unverifiable books or web pages. ["Just because it is in print does not make it true."]

Attendance/Classroom Etiquette:

The course will be conducted as a seminar. Students are expected to come to class prepared and participate fully in the discussions.

The use of laptops, cell phones, iPads and other electronic devices is both distracting and too common. There are to be no open laptops, phones or other devices in class unless specifically asked:

THE USE OF LAPTOPS, CELLULAR PHONES, IPHONES, OR ANY OTHER DEVICES FOR VOICE OR TEXT COMMUNICATION IS PROHIBITED.

Class participation is an essential component of your grade. This in turn makes class attendance mandatory. 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). **Additional lateness occurrences are penalized by 1/3 of a letter grade for each absence.**

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 waiving the penalty for extreme emergencies, we suggest that you save your one excused absence until the end of the semester.

Spring 2019 Grading Scale

This scale displays the minimum number of points that you need to earn for each letter grade.

A	A-	B+	B	B-	C+	C	D	F
93	90	87	80	77	70	65	50	<45

Reacting to the Past (RTTP)

You will be spending several weeks apiece on each of the four RTTP activities. These RTTP exercises (a.k.a. “games”) were originally developed by the U.S. National Science Foundation, and each emphasizes a different idea (e.g., disease vectors, climate change, nutrition or understanding the federal budget). We are sympathetic to the argument that scientific work is difficult to read – you will have to learn all of the science but only personally master a portion of each exercise.

Each RTTP exercise will include a quiz on the readings (readings will be available in Canvas), worth 5% of your course grade and one or two short essays worth a combined 10% of our course grade.

Short-Answer Quizzes (5% each x4 = 20%)

In order to demonstrate your understanding of the material, there will be a quiz for each of the *Reacting to the Past* games, based on the readings for that game. Quizzes for the four activities are shown on the syllabus for the day readings are due may also include material from any additional movies or lectures.

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Game (15% each x4 = 60%)

In addition to your play within the game, you will be asked to write one or two essays per game, e.g., comparing similar and/or different understandings of today and those from 1854. All written work must consistently adhere to the Chicago Manual of Style. Students are advised to carefully proofread *all* papers before submitting them. Students with deficient writing skills should consult the university's free tutoring services: *On-Campus Learning Center*: PC 247; *Online Learning Center*: : <http://undergrad.fiu.edu/cas/learning-center/index.html>. All students must adhere to the [Academic Integrity Policy](#) of The Honors College and Florida International University.

Theater Project: *I Am Not Batman*

We will read the short play *I Am Not Batman* and examine how visual images convey ideas without words.

Design Project=20%

You will be asked to develop simple design project in which you will translate your ideas about the play into visual terms, then share your project in a classroom presentation.

Honors College Requirements and Policies

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 Engagement Requirements

Beginning in Fall 2014, 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**. See <http://honors.fiu.edu/current-students/citizenship/>.

Community Service

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 Engagement points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.

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

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

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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](#)
- [FIU Student Handbook](#)
- [FIU Honors College Plagiarism Policy](#)

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/>.

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), if you have not done so already.

Spring 2019 CLASS SCHEDULE

Readings are due before class on the assigned date. The class schedule is purposely flexible. The course allows time to more fully explore issues as they arise throughout the term. However the general structure of the semester is fixed:

SPRING 2018 CLASS SCHEDULE

Date	Day	Topic	Assignment Due for Class
1/8	T	Introduction	
1/10	Th	Cholera , roles & background, Quiz 1	Cholera Game Readings
1/15	T	Movie (<i>Baseball in the Time of Cholera</i>)	Read factional readings, rolesheets
1/17	Th	Cholera (Day 1)	Read Gamebook, required readings
1/22	T	Cholera (Day 2)	
1/24	Th	Cholera (Day 3)	
1/29	T	Cholera: Post-mortem	
1/31	Th	Play: I Am Not Batman	Read I Am Not Batman
2/5	T	Food Pyramid: Preparation and roles, Quiz 2	Read Food Pyramid gamebook
2/7	Th	Food Pyramid: Game Session 1	
2/12	T	Food Pyramid: Game Session 2	TBA
2/14	Th	Food Pyramid: Post-mortem	Read Climate Change gamebook
2/19	T	Climate Change, 2009: Preparation, Quiz 3	
2/21	Th	Climate Change, 2009: Game Session 1	Food Pyramid paper due
2/26	T	Climate Change: Game Session 2	
2/28	Th	Climate Change: Game Session 2	
3/5	T	Climate Change: Post-Mortem	
3/7	Th	Play: I Am Not Batman presentations	Batman projects due
3/11-15		SPRING BREAK	
3/19	T	Play: I Am Not Batman presentations	
3/21	Th	Ways & Means, 1935: Preparation, Quiz 4	Gamebook p. 1-15, 28-38
3/26	T	Ways & Means, 1935: Preparation	Gamebook p. 39-69

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3/28	Th	Ways & Means, 1935: Preparation
4/2	T	Ways & Means, 1935: Game Session 1
4/4	Th	Ways & Means, 1935: Game Session 2
4/9	T	Ways & Means, 1935: Game Session 3
4/11	Th	Ways & Means, 1935: Post-Mortem
4/16	T	TBA
4/18	Th	TBA
4/22-26	FINAL	EXAM WEEK
