

Origin of Ideas, Idea of Origins

The Honors College, Florida International University

IDH 1002 - U19 & U20

Spring 2018 Tuesdays and Thursdays: 11:00 AM-12:15 PM

January 7 - April 19, 2019

Classroom: GC 285

Professors

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Location: DM 233

Overview

This course fuses equal parts performance, psychology, philosophy, and history in order to tackle the broad expanse and resulting implications of the idea of origins. These serve to examine the underpinnings of Western values through an interdisciplinary lens, allowing students to react to art and society in discussion and topic papers, as well as strong emphasis on participation in exploratory projects that draw from elements discussed in lectures. In particular, we will focus on questions of authority, power, disobedience, freedom, social structures and democratic values, ekphrastic discovery, and the self. Broken into two semesters, class projects include reaction papers, a group infographic project, in-class discussion, and annotated bibliography on assigned readings. In the second semester, time is also spent on the reflecting of time; rather, *Reacting to the Past* in a role-playing game based on Greek democracy, where students perform and pillage, shaping a future where the past is malleable.

Course Objectives/Outcomes:

- Students will gain an understanding of the various filters through which they understand themselves, others, and the interconnected histories.
- Students will be able to demonstrate through role-play the power the individual has in shaping history and social structure.
- Students will gain insight into the authority of visuals, artifacts, and maps—or the lack of in—their understanding or misunderstanding of history, politics and culture.
- Students will learn to recognize the influence of Western values on how they perceive themselves and others.
- Students will be willing to engage in discussion that includes salient analysis, debate, and negotiation.
- Identity, individuality, analysis, deconstruction, purpose, and excavation of historicism.

Required Texts

Ober, J., Norman, N. J., Carnes, M. C. (2015). *Reacting to the Past: The Threshold of Democracy, Athens in 403 BCE*. 4th Edition. W. W. Norton. ISBN: 978-0-393-93887-6.

Kitto, H. D. F., (1991). *The Greeks*. Penguin. ISBN: 978-0-14-013521-3

[Additional readings may be provided on PDF.]

Grading Scale

A	A-	B+	B	B-	C+	C	D+	D	D-	F
93	89	85	80	75	70	60	55	50	45	<45

Grade Distribution

Class Participation	50%
Myth Project	10%
Quizzes	15%
Written Assignments	10%
Democracy Project	15%

Attendance/Classroom Etiquette

Class attendance is mandatory. If you notify your professor the day the class is missed or before, these penalties may be excused for emergency situations at the discretion of the professor. If you do not notify the professor the day of the absence or before there is no possibility of waiving the penalty.

There will be *no make-ups* for missed work. You have to be in class or you will receive a zero for the assignment. You are responsible for all material presented and all announcements made in class. Make sure you have contact information of at least one other student to find out what you have missed. It is not the job of the professor to repeat lessons or announcements to students who missed class time. Students are responsible to read all emails sent by both professors and it will be assumed that the student is aware of all material and calendar changes and other matters communicated through email.

The use of cellular phones, or any other device for voice or text communication is prohibited for the duration of the class. **YOU MUST TURN OFF AND PUT AWAY ALL ELECTRONIC DEVICES AT THE BEGINNING OF CLASS.** Reasonable computer use is allowed (e.g., for taking notes); however, computer use will be restricted if it is clear to the professors that the computer is a distraction to the student and the class. Failure to contribute to class discussions will be treated as an absence.

Course Requirements:

Participation in the Greek Assembly

All students will need to give **two (2) formal speeches** in front of the Greek assembly. These speeches will need to be written and submitted to the professors before the start of the assembly at which the student will give the speech.

All students will be expected to engage in the assembly dialogue with whoever is the speaker in that assembly (that is, they will be expected to speak from the audience). Students who fail to engage on a regular basis in debate and interaction in the assembly will receive a lower participation grade.

All students will need to propose at least **two (2) laws** and be involved **as co-authors in two others**.

BENCHMARK: By **Thursday, March 21** students must have given *at least one (1)* of the required formal speeches and proposed or co-authored *at least one (1)* of the required laws. This ensures full participation from the start of semester and prevents the student from getting “stuck” with too many things left unfinished at the end of the semester. Remember, your Character Sheet suggests laws and speeches are high priority to your role but, you are not expected to *only* care about those things.

Students who are engaging in any other activity, while in the assembly, that is not directly pertinent to the business of the assembly, will be expelled and lose participation points for that day.

Unexcused absences on assembly days will incur a cumulative reduction of voting by 100 per day missed. (This will apply to the following assembly). Students arriving late may face up to a 50 vote reduction (non-cumulative), or other penalties, that will be at the discretion of the President residing over the assembly that day.

On assembly days, students may acquire an additional 50 votes (non-cumulative) for wearing a toga.

Written Assignments

These papers are double-spaced, front and back, and no more than two pages.

1. *Character Study*: First-person narrative that brings in supplemental information about your character. If the character is fictitious (not based on historical figure), then license in creating a background story is expected. Even if the character is a historical figure, you are expected to come up with your own narrative.
 - a. Some ideas of what to include:
 - i. Outline your character’s political positions as of 403 BCE
 - ii. Describe the conditions of your life, what *deme* (i.e., neighborhood, region of Athens) you’re from and how that could influence your worldview

- iii. What factors may have led to the political views that you've been assigned (if you don't have clear views, start thinking of some things)
 - iv. Feel free to take creative license with your back story. This is your personal creation myth, have fun with it.
2. *Reflection* on the entire course (both fall and spring), what it meant to you, how did the two semesters tie together, etc.

Project Assignments

There will be two (2) creative-based group projects:

Myth Project

Democracy Project

[Details will be provided in class.]

In-Class Activities and Quizzes

Unscheduled and unannounced. The student must be present to submit.

All written work must consistently adhere to an accepted style of formal writing, i.e. Chicago Manual of Style, MLA, APA, etc. Students are advised to carefully proofread *all* papers before submitting them. Students who need extra help with their writing should make use of the university's free tutoring services: *On-Campus Learning Center*: PC 247; *Online Learning Center*: w3.fiu.edu. All students must adhere to the Academic Integrity Policy of The Honors College and Florida International University.

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, if you have not done so already.

Honors Engagement Requirements

All members of the Honors College are expected to be active citizens of the College, the university, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. For more information on the specific requirements, visit <http://honors.fiu.edu/current-students/citizenship/>

Community Service

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

Academic Misconduct Policies and Procedures

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.

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>

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

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

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 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/>.

COURSE CALENDAR

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.

Possible Topics:
Electorate/Citizenship
Social Welfare (Assembly and Jury Payments)
Public Education
Trial of Socrates (if charges are made)
Governing Council
Restoration of the Empire
<i>Additional topics are at the discretion of the assembly</i>

To be filled in after Character Sheets have been assigned:

Assembly	Roles for the Assembly
1	President: Herald: Archon:
2	President: Herald: Archon:
3	President: Herald: Archon:
4	President: Herald: Archon:
5	President: Herald: Archon:
6	President: Herald: Archon:

Additional roles to be filled after Character Sheets have been assigned:

Banker/Assembly Treasurer
Assembly Historian

Class	Topics	Readings/Assignments (Links on Blackboard)
Week 1: Jan 08/10	Discuss RTTP Game, Assign Roles, Name Tags and Introductions	<i>Readings:</i> Chpts 1, 3, & 4 of the Game Book Assign Greek Myths Project
Week 2: Jan 15/17	An Overview Greek Civilization	<i>Readings:</i> Kitto, entire book
Week 3: Jan 22/24	Rhetoric and its Uses	
Week 4: Jan 29/Jan 31	Faction Planning and Individual Meetings on Jan 29 Myth Project on Jan 31	<i>Due: Myth Project, Jan 31</i>
Week 5: Feb 5/7	<i>Tuesday:</i> First Assembly: Reconciliation Agreement <i>Thursday:</i> Debrief	<i>Due: Character Study, Feb 5</i>
Week 6: Feb 12/14	Possible continuation of previous assembly	
Week 7: Feb 19/21	<i>Tuesday:</i> Second Assembly: Topic TBD <i>Thursday:</i> Debrief	

Week 8: Feb 26/Mar 28	Possible continuation of previous assembly or moving on to next	
Week 9: Mar 5/7	<i>Tuesday</i> : Assembly TBD <i>Thursday</i> : Debrief	
Week 10: Mar 12/14	SPRING BREAK - NO CLASS	
Week 11: Mar 19/21	<i>Tuesday</i> : Assembly TBD <i>Thursday</i> : Debrief	
Week 12: Mar 26/28	Possible continuation of previous assembly	
Week 13: Apr 2/4	<i>Tuesday</i> : Assembly TBD <i>Thursday</i> : Debrief	
Week 14: Apr 9/11	<i>Tuesday</i> : Assembly TBD <i>Thursday</i> : Debrief	<i>Due: Reflection Paper, Apr 11</i>
Week 15: Apr 16/18	Presentation of the Democracy Project and Possible Greek Food Festival	<i>Due: Democracy Project, Apr 16 and/or 18</i>
Week 16: Apr 24/26	Finals Week (no meeting)	