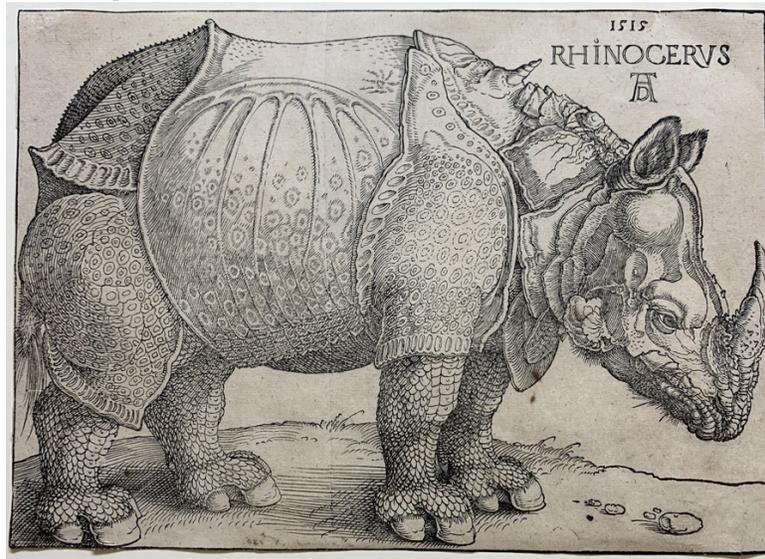


# *Every Species is a Masterpiece*



IDH3035-U04 Honors Seminar VI  
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We are drawn to images of flora, fauna, and funga. Our relationship to the other species has always intersected with culture, religion, science, cuisine, and art. We will explore our various relationships with the other living things of this earth. This class considers how we look at ourselves, and how we look at animals, plants, and fungi, and how this influences how we think of all. What are our varying relationships? We will discover how ancient, ubiquitous, and complicated - the truths, abstractions, and symbology - of our fellow earth dwellers can be. The class will prompt students to explore, discover, read, create, play, and discuss. Most assignments will resemble show and tell, storytelling, and artistic practice.

## Course Objectives

To participate in experiential projects that reflect known methodologies of historic or scientific art forms.

To examine the role animals, plants, and fungi, (including human) imagery has played in forming our attitudes and knowledge.

To consider how our beliefs and environment have influenced the aesthetics of species imagery historically and to investigate the aesthetic language of the presence or absence of species in art, science, philosophy, literature, religion, politics, and culture.

To practice play and creative activities and experimentation in knowledge gain, synthesis, innovation and dissemination.

## Learning Outcomes

To have a better understanding of historic depictions of species and how that effects research and knowledge of those species and their relationship to us and each other.

To learn to recognize what we are looking at when thinking about the role animals, plants, and fungi have played in forming our attitudes and knowledge.

To be able to form questions, decolonize learning, and break evolutionary hierarchies.

To broaden the skills and application of creativity in enhancing cognitive exercises.

## GL Outcomes

Students will be able to demonstrate knowledge of the interrelatedness of species recognition, protection, and description to local, global, international, and intercultural issues of education, exploitation, extinction, and consumption, the trends and systems that can help or hinder the former. Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems concerning the biased or unbiased policies in regard to other species. Students will be able to demonstrate willingness to engage in local, global, international, and intercultural creative activities and effective dissemination of knowledge to enhance problem solving.

## Evaluation and Assignments

### Weekly:

Participation and Attendance (complete/incomplete)  
Readings (complete/incomplete)  
Responses (complete/incomplete)  
Show and Tell (complete/incomplete)

### Semester Long:

Large Research Projects\*  
Research/Creative Activities (Responses)\*  
Journal/Sketchbook\*

### Homework:

Video HW (complete/incomplete)

All projects and activities to be shared with class and submitted on Canvas. \*Portfolio worthy.

## Suggested Reading List (incomplete)

Insect Poetics  
Wild Ones, A Sometimes Dismaying, Weirdly Reassuring Story About Looking at People Looking at Animals in America.  
Animals as Food; Reconnecting Production, Processing, Consumption, and Impacts  
Animals as Neighbors; The Past and Present of Commensal Species  
The Insect and the Image  
Killing Animals  
Thinking with Animals: New Perspectives on Anthropomorphism.  
The Breathless Zoo: Taxidermy and the Cultures of Longing.  
The Animal That Therefore I Am.

This list is subject to change.

## **Honors College Policies and Requirements**

### **Academic Misconduct Procedures and 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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information:

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

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

### **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. <http://honors.fiu.edu/current-students/hearts/>

### **Resources:**

#### **Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website. Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

### **Academic Misconduct Statement**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code. Academic Misconduct includes:

#### **Cheating**

- The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid; and

#### **Plagiarism**

- The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.
- Assisting another student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

#### Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#). [Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

#### Inclusivity Statement

This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

#### Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. For additional information, please visit [FIU's Policy and Procedure Library](#).

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#)

#### Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's [Disability Resource Center](#).