

Honors Core I
IDH 1040
Fall 2017

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Becoming Human

Content Notice

Honors Core I addresses a number of controversial and complex topics, including torture, racism, atheism, and transsexuality. Students enrolling in Core I are expected to possess the social and intellectual maturity required to study such issues in a scholarly manner. The Honors Program at UWF is passionately committed to the pursuit of academic knowledge and verifiable truths based on scientific inquiry, proven facts, and sound reasoning. We expect our students to be intellectually curious, open to new ideas, and ready for debate and discussion. We strongly embrace diversity and multiculturalism and seek out different views of the world as part our method of inquiry. Students enrolling in this course should review all assigned readings and other materials before the end of drop/add week to be sure they are ready to accept the challenges of Core I.

Course Description

What is love, and where does it come from? What are the origins of morality? Do we have a soul? Is biology destiny? The world's greatest philosophers and scientists have attempted to answer these questions as they ponder our curious existence. The mysteries of being human pervade our lives, calling us to investigate ourselves, each other, our surroundings, and our past. No matter what academic discipline we choose to study, the question of being human lies at the center of all we know, and all we shall ever know. What do mean when we utter the word "human"? To whom do we refer? Who counts as human? The questions are endless, as are the agony and the joy we find in exploring them.

Instead of offering a single definition of what it means to be human, this course surveys a large number of possible answers, and questions, regarding human existence and experience. We shall approach "humanness" as a contested and ever-changing notion, pausing to consider theories of human being that range from the empirical to the metaphysical. We are, collectively and individually, continually in the process of *becoming human*, whether through new scientific and technological discoveries, new avenues of philosophical inquiry, or new developments in social and political organization. On a much more personal level, we are also continually engaged in discovering our own human nature, learning what it means to be ourselves and to inhabit our bodies as they exist in time and space.

Students who complete this course will be more skilled in engaging scientific and philosophical conversations about human existence. They will also be more practiced in approaching academic questions from the vantage points of multiple academic disciplines. Our method of inquiry will be staunchly interdisciplinary, drawing research and insights from a range of scholarly disciplines, including anthropology, evolutionary psychology, neuroscience, genetics, art, literature, and philosophy.

We will also emphasize important skills for succeeding in college, including note-taking, test-taking, and critical thinking. Students will practice written and oral communication skills and learn the basics of communicating with peers, staff, and faculty in a professional and effective manner. We will also discuss the fundamentals of academic integrity while adhering to the student code of conduct. Learning to "unplug" from our technology and be present (physically and mentally) during lecture will be of the utmost importance to our mission.

Student Learning Outcomes

- Communication: Produce, through revision, effective written communications that support author intent and address a specific audience.
- Critical Thinking: Interpret and analyze tools and techniques of communication within cultural forms or cultural contexts.

Honors Core I is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting the requirement in the Humanities area.

Required Texts

I. Clicker: You must purchase a clicker and license for Turning Technologies. Clickers and four-year licenses are sold in bundled packages at the UWF bookstore. Bring your clicker to class every day. You will need it to take quizzes and exams, and to register your attendance during lecture.

II. Supplemental Readings: there are several articles posted in elearning which are required reading for this course. *You should print out the articles and bring your annotated copies to class during lecture. Students without copies of the required readings will not be permitted to attend class.*

III. UWF Textbook Store: The books listed below are available at the campus bookstore. Bring each required text to class on the day(s) it is assigned. *Students without textbooks will not be permitted to attend class.*

Augustine, *Confessions*
ISBN-13: 9780143105701

Nietzsche, *Basic Writings*
ISBN-13: 9780679783398

Chadwick, *Augustine: A Very Short Introduction*
ISBN-13: 9780192854520

Ovid, *Metamorphoses*
ISBN-13: 978-0393326420

Darwin, *The Descent of Man*
ISBN-13: 9780140436310

V.S. Ramachandran, *The Tell-Tale Brain*
ISBN-13: 978-0393340624

Descartes, *Meditations on First Philosophy*
ISBN-13: 9780872201927

Sorell, *Descartes: A Very Short Introduction*
ISBN-13: 9780192854094

Howard, *Darwin: A Very Short Introduction*
ISBN-13: 9780192854544

Tanner, *Nietzsche: A Very Short Introduction*
ISBN-13: 9780192854148

Teaching Assistants

The TAs for our class are Ms. Danielle Bonderer and Mr. Jason Ivanovic. They are available to help you with your writing assignments and to discuss any difficulties you may be having in class. They will also assist with grading essays and final portfolios. Dr. Tomso will review all grades before they are final. You are encouraged to meet the TAs if you need assistance.

Jason's office is Pace Library Carrell #455 (fourth floor). His office hours are Monday and Wednesday 10:00a.m. to 11:15a.m., and by appointment. His email address is jci3@students.uwf.edu.

Danielle's office is in building 51, room 149. Her office hours are Tuesday and Thursday, 2:30p.m. to 3:30p.m. and by appointment. Her email address dlb3@students.uwf.edu.

Core I Scholarships

The top 15 students in Core I, based on final course GPA, will receive a \$1000 tuition-only scholarship for the spring term. All awards are dependent on availability of funding and may affect financial aid distributions. Students whose tuition is already waived at 100% by other awards are not eligible.

Technology Policy

With the exception of clickers, Honors Core 1 is a technology-free lecture. **Phones, tablets, computers, smart watches and other electronic devices are not permitted in Core I.** Exceptions to the technology-free rule will be made if you have received an accommodation from the Student Disability Resource Center that requires a computer or other electronic device in the classroom.

Grading

Daily Quizzes: 35%

Short Essay 1: 15%

Short Essay 2: 25%

Final Portfolio: 25% (80% Definition of "Humanness"; 5% Letter; 15% Revision")

Daily quizzes will cover the assigned readings and may also include material from previous lectures. They will usually be multiple choice, but may occasionally require written responses.

Short Essays

Topics for each essay will be assigned and discussed in class. Essays should be printed, single-sided, using 12-point Times Roman or Calibri font on clean, white paper with one-inch margins. All essays must include a title. All pages must be stapled, with the student's name appearing on each page. All pages should be numbered. A word count for each essay, excluding headers, footnotes, and works cited pages, should be included at the top of the first page. Essays that fail to meet any formatting requirements will not be graded. If an essay is returned to you because it is not formatted properly, you will be allowed to resubmit the essay within one class period, but 2 points will be deducted from your final course grade.

The minimum word count for each essay is 900 words. **Essays that fail to meet the minimum word count for the assignment will not be graded and will not receive credit, although they may be rewritten for the final portfolio.** Essays that exceed the minimum word count are welcome, and expected.

You may use any established citation style for your works cited pages, as long as you are consistent and accurate. MLA and APA styles are two of the most common styles used at UWF.

Final Portfolio

Each student will submit a final portfolio that includes the following components:

1. A 1500-word definitional essay that explores the notion of “human” (or “humanness” or “being human” or “becoming human”) developed from the course readings and discussions. This definition should be a synthesis of what you have learned in the course and should clearly show your own critical engagement with the major themes, writers, and questions from the semester. Students may conduct outside research as desired to supplement their knowledge. Supplemental materials, including audio-visual and creative products, may be submitted along with the definition.
2. A significant revision of one previously submitted short essay. The revision should expand the original essay by at least 300 words.
3. A letter to Dr. Jocelyn Evans and Dr. Tomso, at least 500 words in length, explaining the following:
 - your understanding of interdisciplinary scholarship and its value
 - your chosen major and how it can benefit from interdisciplinary approaches
 - the skills you have learned so far that will help you in Core II
 - how the social science focus of Core II, which explores the dynamics of human communities, will benefit you as a student and as a person

Contacting Professor Tomso

Drop-in office hours are Tuesday and Thursday after class (until 3:15p.m.) and Wednesdays 3-4 p.m. You may also schedule an appointment using Dr. Tomso’s online calendar: gtomso.youcanbook.me.

Attendance Policy

This is a General Education course for which regular attendance and participation is required. You must use your clicker to confirm attendance at each class meeting. Using someone else’s clicker is considered academic misconduct and will result in failure of the course, dismissal from the Kugelman Honors Program, and possible expulsion from UWF. If you arrive late to class and miss the opportunity to register your attendance, you are considered absent. ***You are allowed 2 absences from class. For each absence after the second, your final grade will be reduced by 4 points.***

If you are absent from class, you are still responsible for all assigned readings. If you are absent for a reading quiz, you may submit, within 48 hours of the missed class, a 2-page synopsis of the readings covered in the quiz for up to 100% credit. You may only do this twice. If you miss additional quizzes, they will count as “zeros” in your final quiz average.

Information for Students Who Receive Financial Aid

To receive financial aid on the normal distribution timeline, attendance must be confirmed within seven calendar days of the course start date. Students may review confirmed attendance status by using the "My Classes" app in MyUWF. A student who stops attending class for any reason will not automatically be withdrawn and will still be responsible for any missed work. Students who stops attending class may

be awarded a grade of NF. This grade may affect financial aid eligibility or require repayment of funds awarded.

Academic Misconduct

The UWF Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The UWF Academic Misconduct Policy defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

Copying or paraphrasing sources without proper citation (plagiarism), using another student's clicker, and copying work from another student's quiz or essay are all examples of academic misconduct. Students who are found guilty of academic misconduct will be dismissed from the Kugelman Honors Program, receive an "F" in Honors Core I, and, in certain cases, be expelled from UWF.

Students with Disabilities

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sdrc@uwf.edu or call 850.474.2387.

Military Veterans Services

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state/federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit <http://uwf.edu/militaryveterans>.

Schedule of Readings

Week One: Origin Stories

- Ovid, *The Metamorphoses*
 - p. 15-27 (Proem, The Creation, The Four Ages, War with the Giants, Lycaon's Feast, The Great Flood)
 - p. 33-43 (Apollo and Daphne, Jove and Io (1))
 - p. 95-111 (Actaeon and Diana, Juno, Jove, and Semele, The Judgement of Tiresias, Narcissus and Echo, Narcissus)
 - p. 134-139 (The Fountain of Salmacis)
 - p. 206-218 (Tereus, Procne, Philomela)

p. 331-337 (Iphis and Isis)
p. 523–537 (The Teaching of Pythagorus)

- Navajo and Iroquois Creation Stories (pdf in elearning) (from *The Norton Anthology of American Literature*, Ninth Edition)

Week Two: Evolutionary Accounts of Human Origins

- Chet C. Sherwood et. al., “A Natural History of the Human Mind”
- Ralph L. Holloway, “The Human Brain Evolving”
- Luca Pozzi, et. al., “Primate Phylogenetic Relationships and Divergence Dates Inferred from Complete Mitochondrial Genomes” (NOTE: For this article, read the “abstract,” “introduction,” “discussion,” and “conclusion” sections thoroughly. Skim the rest—unless you have an advanced understanding of phylogenetic research methods.)
- David R. Begun, *The Real Planet of the Apes*, “Introduction”
- David R. Begun, *The Real Planet of the Apes*, Chapter 9, “Back to Africa Again”

Week Three: Darwin and the Evolution of “Man”

- Jonathan Howard, *Darwin: A Very Short Introduction*
Chapter 4 (p. 38-60)
Chapter 6 (p. 75 -91)
Chapter 7 (p. 92-102)
- Charles Darwin, *The Descent of Man*
Chapter 3 (p. 85-119)
Chapter 4 (p. 119-152)

Week Four: Darwin and the Evolution of “Man” II

- Charles Darwin, *The Descent of Man*
Chapter 7 (p. 194-240)
Chapter 19 (621-652)
Chapter 20 (652-675)

Week Five: Defining the Human: 19th-Century Racial Science

- Samuel George Morton, excerpts from *Crania Americana*
Pages 1-15
Pages 44-47
Pages 62-93
- Stephen Jay Gould, Chapter 2, *The Mismeasure of Man*

Week Six: Essay One Workshops

- Tuesday: Drafts Due—Bring at least one hard copy to class. Must be stapled.

- Thursday: Revised Drafts Due (plus one paragraph describing your revisions). Bring at least one hard copy of revised draft and one copy of paragraph to class.
- **Friday: Final Essays Due in Elearning Dropbox by 5p.m.** (Start uploading by 4:45 p.m to be safe.)

NOTE: See the "Short Essays" section above for more information on formatting and minimum length requirements. Be sure to indicate word count (excluding notes and works cited) at the top of the first page.

Week Seven: Evolutionary Psychology and Neuropsychology

- V.S. Ramachandran, *The Tell-Tale Brain*
Chapter 4 (117-135)
Chapter 7 (192-217)
Chapter 9 (245-288)

Week Eight: Human/Animal

- Virginia Morell, *Animal Wise*
Introduction
Chapter 7
Chapter 8
- S.J. Segalowitz, "Whose Free Will is it Anyway?"

Week Nine: Humanism and the Soul

- Chadwick, *Augustine: A Very Short Introduction*
Chapter 1 (1-31)
Chapter 3 (40-45)
Chapter 6 (68-78)
- *Augustine, Confessions*
Book Six (109-132)
Book Ten (211-254)
Book Eleven (257-282)

Week Ten: Humanism and the Cogito

- Augustine, Continued
- Renee Descartes, *Meditations on First Philosophy* (13-59)

Week Eleven: Descartes, cont'd.

- Descartes, Continued
- Optional Class Attendance on Nov. 9th. Dr. Tomso will be at NCHC. Jason will lead an optional workshop for essay two.

Week Twelve: Essay Two Workshops

- Tuesday: Drafts Due—Bring at least one hard copy to class. Must be stapled.
- Thursday: Revised Drafts Due (plus one paragraph describing your revisions). Bring at least one hard copy of revised draft and one copy of paragraph to class.
- **Friday: Final Essays Due in Elearning Dropbox by 5p.m.** (Start uploading by 4:45 p.m to be safe.)

NOTE: See the “Short Essays” section above for more information on formatting and minimum length requirements. Be sure to indicate word count (excluding notes and works cited) at the top of the first page.

Week Thirteen: Liberal Humanism

- Jean-Jacques Rousseau, excerpt from “A Dissertation on the Origin and Foundation of the Inequality of Mankind”
- Jean-Jacques, excerpt from “Discourse on the Arts and Sciences”

Week Fourteen: The Origins of Love

Tuesday

- Plato, excerpt from *The Symposium*
- *Hedwig and the Angry Inch* (elearning video)

Thursday

- Michael Tanner, *Nietzsche: A Very Short Introduction*
Chapter 4 (30-43)
Chapter 8 (81-88)
- Nietzsche, *Basic Writings*
On the Genealogy of Morals, Second Essay, “‘Guilt,’ ‘Bad Conscience,’ and the Like” (493-532)

Week Sixteen: Nietzsche, cont’d.

- Nietzsche, *Basic Writings*
Beyond Good and Evil, Part Five, “Natural History of Morals” (287-308)