

IDH-1002 IDH-2004 IDH-3035 IDH-4008
Ideas of Origins and Origins of Ideas
HONORS COLLOQUIA at FIU BBC Campus, Fall 2013
M & W 1230 – 1145 AC1-328
Prof. Thomas Pliske, Dept. of Earth & Environment

COURSE OUTLINE AND POLICIES

Course overview

Our meetings will be a combination of lecture/presentation liberally dosed with discussion. The model which gives me inspiration is the tutorial, e.g. as conducted at Oxford and other universities where classes are small and where we all come prepared to explore a topic which prior to our meeting we have plumbed to its depths in our thoughts, in our readings and perhaps also in writing.

The topic *Ideas of Origins and Origins of Ideas* is one that can consume an entire lifetime or several lifetimes let alone one term in a college course. The proper term for such a vast undertaking is the field of *epistemology*, the study of the origins of knowledge. Epistemological neophytes such as we are going to have to begin by trying to understand what real knowledge is and to differentiate its aspects as truth, information, intelligence, power, reason, thought, culture, spirituality, intuition, illumination, revelation and creativity, all of which lie somewhere in its domain. Is there a goal and source of all knowledge? Do they lie outside of us (“*The Truth is out there.....*”) or do they lie within us compelling us to seek illumination and happiness in our lives? Is there a hierarchy of knowledge, and if so on what is it based? How do we seek truth – through the vastness and beauty of Nature, books, reason, art, the silence of meditation, experience? If we receive great knowledge or power, what are the rules, the ethics for its right use? Can absolute power/knowledge corrupt absolutely? For our part we will begin this journey by reading and discussing some thinkers and artists who have given this quest a real run for its money during their lives. Maybe as we try to understand what they think they found we can see paths opening up in our own lives that invite us to move forward into new territory.

Course learning objectives

If you complete this course you should be able to communicate intelligently on the following:

1. The essential interconnectedness of the individual (especially yourself), society and the universe;
2. Recognizing the nature and sources of knowledge and how they can deepen and strengthen these relationships;
3. Respecting the great diversity of approaches to acquiring knowledge;
4. An appreciation of the diversity of conceptions voiced on the origin of the universe, life and humanity;

5. The ability to relate epistemological analysis and self-knowledge to understanding human social order and to be able to discuss ways in which our spiritual experience, education, art, media and propaganda influence our ideas about ourselves and the world.

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) which "artifacts" or assignments to include in their portfolios to demonstrate successful achievement of each 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. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. 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 course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, please see www.honors.fiu.edu/portfolios.

Honors Citizenship 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. All College members are expected to participate in the community-building activities listed below.

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each Fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least ten hours of community service per semester either through the honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.
5. For more information on Honors citizenship requirements, please see the Honors College Student Handbook.

Important Honors College Dates, Spring 2014

You will be notified by email as these become available. Many of the Honors Hours and other events at MM will hopefully be simulcast in AC1-215 across from my office.

Academic Honesty and Plagiarism.

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the rights of others to have an equitable opportunity to learn and to demonstrate the quality of their learning honestly. Therefore, all students are expected to adhere to a standard of academic conduct that 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 Honors College Student Handbook.

Academic misconduct includes:

1. **Cheating** – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
2. **Plagiarism** – The use and appropriation of another's work without any indication of the source, and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
3. **Unacceptable behavior** – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

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://www.fiu.edu/~dwyere/academicintegrity.html>

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook>

FIU Honors College Plagiarism Policy – http://honors.edu.fiucurrent_policy_plagiarism.html

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please be sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems in completing course work.

Physical, Sensory and Mental Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, please contact the Disability Resource Center at the BBC Campus in Wolfe Center if you have not done so already.

Attendance/Classroom Etiquette

Attendance is required and will be reflected in your final grade. You are expected to be on time for class and to remain in class for the duration of the meeting. Material will be covered in class that is not covered in reading assignment, thus each absence will negatively affect your ability to do well on assignments.

Students will be allowed two unexcused absences. More than two will adversely affect your grade and class score per unexcused absence. If you must miss class for truly extenuating circumstances, please notify me.

Please note that the use of laptops, cell phones, iPhones, or any other devices for voice or text communication during class are prohibited. Anyone using laptops or texting during class will be counted absent.

Grading Policy

A = 95-100% A- = 90-94% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%
 C = 74-76% C- = 70-73% D+ = 67-69% D = 63 -66% D- = 60-62% F = <60%

Components of your grade

Attendance/Participation = 20%

Besides attending class regularly and punctually, I consider participation to include discussion in class or in electronic forums, cooperation in group projects.

Weekly Reading Commentaries = 15%

At the class preceding the discussion of readings or other material, please submit a typed double-spaced brief, one to two pages in length that consists of your salient insights and commentary based on assigned readings, viewings or listenings. This should include questions and talking points you want to raise in class or want answered as well as brief critical assessment of the points you raise. These commentaries can be in prose or sentence/phrase outline form as long as they are intelligible to an outside reader. Keep a hardcopy for yourself to put in your course journal or notes. **Important! Commentaries are due no later than the meeting prior to the discussion itself.**

Papers (2) = 25%

Two medium-length papers (2000 words minimum) will be assigned on the general theme of *Ideas of Origins and Origins of Ideas*. The due dates are shown on the syllabus, and the topics will be handed out well in advance of the due dates. In our course, all papers except the weekly commentaries must be submitted to **Turnitin.com.**, an academic website that detects plagiarism. Our course has the title of **Honors Spring 2014**. Its number is **7427716** and the password is **Illumination**, case-sensitive. Be aware that assignments on Turnitin have a cutoff time after which you cannot submit or receive credit for your paper. I will not accept papers unless they are submitted to Turnitin.

When you submit, you will get a color-coded *similarity index* that shows the percent of unoriginal material. **The limit for our course, exclusive of quotations, is 5% (green icon).** To avoid being flagged, be sure to bracket all cited material in quotation marks.

All written work must consistently adhere to a writing style manual of your choice: the *Chicago Manual of Style* and Kate Turabian's *A Manual for Writers of Term Papers* are both excellent. Turabian's manual is available on the Blackboard site for the MM course.

Please **proofread all your papers thoroughly, thoroughly, thoroughly** before submitting to Turnitin. I suggest you read your papers aloud to yourself, to a friend or classmate as part of the proofreading process. This gives subtle but important feedback and perspectives on the organization, logic, clarity, word choice, phrasing and punctuation of what you have written.

Everyone tends to think that their writing is absolutely perfect, but I can assure you that good writers are usually in a continuous process of rethinking, tinkering and rewriting in order to polish their art. Creative writers have the job of translating their visions into words designed to recreate the visions as imagery in the minds and feelings in the hearts their readers, just as composers do with music. The imagery and feelings can be cloudy and confused if the words are not very carefully chosen and assembled. Writers always aspire to reach higher levels and clarity of thought and reach out to and identify and communicate with their audience. So, give yourself plenty of time to write drafts and revise before the final submission. Once the paper is submitted, you cannot edit it.

A word about punctuation and phrasing. I've noticed that many students are not taking advantage of the smart use of punctuation. Punctuation marks act like road signs for the reader as he navigates the ideas in your writing. Like road signs, punctuation can make the journey smooth and clear or make the reader stumble, curse and lose his way. In our course, the ideas we want to communicate sometimes are quite complex, and the right use of commas and semicolons and even exclamation points can help you to make the rough places smooth for your reader. Finally, complex ideas don't necessarily require long convoluted sentences, in which both writer and reader may enter into the mire of incomprehensibility. Sometimes, a series of shorter phrases and sentences is clearer.

Regardless of your choice of style manual, I am requesting the following guidelines for papers:

1. Use double spacing for the text of your paper.
2. Use single spacing for quoted material and put the quote in italics.
3. Indent quotes five spaces in from both right and left margins.
4. Quotations should be no more than 25% of your paper. Quotes should amplify your own insights not replace them.

If you need help with writing skills, or if English is your second language, you can get free tutorial services from the University at the *On-Campus Learning Center* in PC-247 (MM Campus), the *Center for Academic Success* in GL-120 (MM) or AC1-160 (BBC) or the *Online Learning Center* (w3.fiu.edu).

Class presentations on short papers = 10%

The day papers are due or during the following class meetings, we will devote the class meetings to discussion of your papers. Each of you will get 10-15 minutes for a brief presentation of the major thesis of your paper, followed by class discussion as time allows.

Please do not read the text of your paper as your presentation. Discuss your major ideas conversationally and engage your audience, and perhaps read selected passages for emphasis.

Final Project and Presentation = 30%

Although we will cover a diversity of points of view in our discussions during the term, I suspect that each of you will develop an attraction for topics that are not covered in our group activities. The final project gives you an opportunity to pursue an interest of your own. You can choose whatever medium best suits your inspiration: a long paper or literary criticism (2500 words minimum), short story, poetry, musical composition or performance, drama, dance, art, photography etc., as long as the project falls within the domain of *Ideas of Origins and Origins of Ideas*. The last three meetings will be devoted to presentations to the class of whatever you create. Feel free to invite guests to share in these sessions.

I would like to have a one page outline of the topic and medium in which you wish to work no later than Monday, February 10. By all means enlist the talents of your classmates or friends outside the class to realize your project and presentation.

You will receive a separate handout giving the details of submission and presentation of Projects.

Class Readings that you need to purchase for this term

1. Aurobindo, Sri. 1991. *Rebirth and Karma*. ISBN 978-0-941524-63-9
Lotus Light.
2. Teilhard de Chardin, Pierre. 1955. *The Phenomenon of Man*
ISBN 0-06-090495-X. Harper Colophon

3. *Tao Te Ching*.

4. Spinoza, Benedict. 2001. *Ethics*. ISBN 978-1-84022-119-0. Wordsworth Classics.

5. Carr, Nicholas. 2011. *The Shallows*. ISBN 978-0-393-33975-8. Norton.

As usual, I'll be handing out and/or putting on reserve in the Library shorter written and musical selections that harmonize with the ideas we are currently discussing.

ORIGINS OF IDEAS and IDEAS OF ORIGINS

This is a tentative schedule of discussions and assignments. It will very likely evolve to as our discussions take direction and also to accommodate the schedules of our visiting presenters, but please **DO** have the reading done by the scheduled discussion dates and hand in your reading discussion summaries the class before we begin discussion.

This term we will absorb a hefty dose of Eastern thought, Indian Vedanta and Taoism, and then see whether Kipling's declaration of "*East is East and West is West, and ne'er the twain will meet.*" is really true as we read Pierre Teilhard de Chardin and Arne Naess.

Date	Topic(s)	Reading cues
06 Jan.	Indian wisdom/the world of meditation	
08	Vedanta, basis of Indian knowledge	
13	Avatars, deities and two epics	
15	Sri Aurobindo (1872-1950), a modern exponent of Vedanta	
20	MLK HOLIDAY	(Begin reading Teilhard de Chardin: <i>Phenomenon of Man</i>
22	Reincarnation	<i>Rebirth and Karma</i> , p. 1-67
27	Karma PAPER #1 Due to Turnitin	<i>Rebirth and Karma</i> , p. 68-166
29	The Indian world view, discussion of papers	
03 Feb.	Christianity, Catholicism, the Jesuits and Evolution	
05	Pierre Teilhard de Chardin (1882-1955)	

10	Evolution revisited	<i>Phenomenon of Man</i> p. 1-74
12	P. T de C. – heretic or visionary?	<i>P. of M.</i> pp 75-215
17	Earth at Omega	<i>P. of M.</i> pp. 216-313 (Read Tao Te Ching)
19	Film, <i>The Power of Chi</i>	
24	The Tao	<i>Tao Te Ching</i>
26	Guest presenter on <i>Feng Shui</i> PAPER #2 Due to Turnitin	
03 Mar.	East and West, ne'er the twain shall meet?	
05	Student Paper presentations (discoveries from #1 and #2)	
10-15	SPRING BREAK	(Begin reading Spinoza and Carr)
17	Guest Presenter TBA	
19	Deep Ecology	Arne Naess HO
24	Deep Ecology II: environmental policy implications	
26	Spinoza – heretic or visionary	<i>Ethics</i> VII - XCII
31	Spinoza's thought	<i>Ethics</i> 1 - 94
02 Apr.	Spinoza's thought	<i>Ethics</i> 95 – 256
07	This is your brain on the internet.....	<i>The Shallows</i>
09	Student Project Presentations	

14 Student Project Presentations

16 Student Project Presentations

Required texts (paperbacks)

1. Aurobindo, Sri. 1991. *Rebirth and Karma*. ISBN 978-0-941524-63-9
Lotus Light.
2. Teilhard de Chardin, Pierre. 1955. *The Phenomenon of Man*
ISBN 0-06-090495-X. Harper Colophon
3. *Tao Te Ching*.
4. Spinoza, Benedict. 2001. *Ethics*. ISBN 978-1-84022-119-0. Wordsworth
Classics.
5. Carr, Nicholas. 2011. *The Shallows*. ISBN 978-0-393-33975-8. Norton.

Dr. Thomas Pliske: office AC1-211 (Honors College), plisket @ fiu.edu.
Office hours Mondays and Wednesdays 230-345 and by appointment.

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Inhabiting Other Lives

The Honors College, Florida International University
IDH 2004-U13 (20059) and IDH 2004-U14 (20060)
Tuesdays & Thursdays: 8:00-9:15 AM - PGS Market Station 153
Spring 2014

Instructors

Ruben Garrote: Office hours by apt., DM 246; garroter@fiu.edu; (305) 348-1620

Gretchen Scharnagl: Office hours by apt., DM 233; scharnag@fiu.edu; (305) 348-4100

Overview

This course examines the underpinnings of culture and foundations of what commonly are held to be Western values and the way that these values have been shaped and reshaped. In particular we will focus on questions of exploration, discovery, and mapping. The students will participate in a ‘City as Map Project’, which challenges the student to experience the city of Sweetwater through its texture, color, sound, line, pattern, space, (and other) during multiple ‘Walking Sweetwater’ excursions, the reaction and outcome being an on-campus exhibition of the student’s ‘maps’. In the latter part of the course we will focus on primary and secondary reality—how these are explored, discovered, and mapped—and the special role language plays in doing this.

Required Texts

Calvino, Italo. 1978. *Invisible Cities*. New York: Harcourt Brace Jovanovich. ISBN-10: 0156453800 ISBN-13: 978-0156453806

Lakoff, George and Mark Johnson. 1981. *The Metaphors We Live By*. Chicago: University of Chicago Press. ISBN-10: 0226468011 ISBN-13: 978-0226468011

Monmonier, Mark S. 1996. *How to Lie With Maps*. Chicago: University of Chicago Press. ISBN-10: 0226534219 | ISBN-13: 978-0226534213 | Edition: 2nd

Tolkien, J.R.R. 1966. “On Fairy-Stories.” **[PDF]**

Weir, Dennis R. 1996. *Trance: From Magic to Technology*. (Excerpts.) **[PDF]**

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	C-	D+	D	D-	F
93	89	85	80	75	70	65	60	55	50	45	<45

Attendance/Classroom Etiquette

Class attendance is an important component of your grade. 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

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function). Any additional absence will incur a 12-point penalty per occurrence. Additional lateness occurrences are penalized as follows; 0-5 minutes = no penalty, 5-20 minutes = 6 points, >20 minutes = 12 points. 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.

N.B. Although the one unexcused absence will not affect your class participation grade, there will be no make-ups for missed quizzes. You have to be in class or you will receive a zero for the quiz.

The use of laptops, 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** unless otherwise instructed.

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*.

Attendance with Participation (20%)

Class attendance is an important component of your grade. 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). Any additional absence will incur a 12-point penalty per occurrence. Additional lateness occurrences are penalized as follows; 0-5 minutes = no penalty, 5-20 minutes = 6 points, >20 minutes = 12 points. 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.

Mapping Sweetwater and Exhibition Assignment (40%) The parameters of this assignment will be developed in class as part of the discussion, readings and experience. There will be individual and group aspects to this assignment. A finalized version of the assignment will be described by mid-semester. The exhibition parameters will be described two weeks prior to installation.

Discussion Preparation Paper (10% each) Students are to prepare a brief but thoughtful reaction to the reading. It should include those points they wish to bring to the in class discussion, reference page and paragraph. This is not a book review, this is not a book summary, and this is not a book report. Bring book to discussion.

All written work must consistently adhere to the Chicago Manual of Style. 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*

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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.

CLASS SCHEDULE

Date	Day	Topic
1/7	T	Class overview: Introduction Begin Reading: <i>How to Lie with Maps</i>
1/9	TH	A conversation: <i>What is your relationship to Sweetwater?</i> Sweetwater according to Google and Wikipedia (Bring devices)
1/14	T	Lecture: <i>Maps</i> (Scharnagl)
1/16	TH	<i>City as Map (texture, color, sound, line, pattern, other)</i> Plan journey, map out project.
1/21	T	<i>Walking Sweetwater*</i>
1/23	TH	<i>Walking Sweetwater*</i>
1/28	T	Discussion: <i>How to Lie with Maps</i> Begin Reading: <i>Invisible Cities</i>
1/30	TH	Discuss Findings (possible map fair field trip plan)
2/4	T	<i>Walking Sweetwater*</i>
2/6	TH	<i>Walking Sweetwater*</i>
2/11	T	TBA
2/13	TH	(cancel class-conference)
2/18	T	<i>Walking Sweetwater*</i>
2/20	TH	<i>Walking Sweetwater*</i>
2/25	T	Lecture: <i>Maps in Art</i> (Scharnagl)
2/27	TH	Lecture: <i>Maps in Contemporary Art</i> (Scharnagl)
3/4	T	Discussion: <i>Invisible Cities</i>
3/6	TH	Discuss Findings
3/11	T	Spring Break
3/13	TH	Spring Break
3/18	T	(Organize Saturday 4/5 Exhibition Installation)
3/20	TH	Present Projects (8-10 minutes each)
3/25	T	Present Projects (8-10 minutes each)
3/27	TH	Present Projects (8-10 minutes each)
4/1	T	Present Projects (8-10 minutes each)
4/3	TH	Discussion: <i>Trance</i> (Garrote)
4/8	T	Discussion: <i>Metaphors We Live By</i> (Garrote)
4/10	TH	Discussion: <i>Metaphors We Live By</i> (Garrote)
4/15	T	Discussion: <i>Faërie</i> (Garrote)
4/17	TH	Discussion: <i>Faërie</i> (Garrote)
4/22-24		Wrap up (celebration)

*** Inclement weather could alter or postpone this schedule. Calendar can change at any time. Changes will be announced in class or by email.**

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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

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enhanced learning opportunities and to assume a leadership role in the world. All College members are expected to participate in the community-building activities listed below:

1. Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring). (Attendance will be taken).
2. Participate in the Honors College Convocation each fall. (Attendance will be taken).
3. Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement. (Attendance will be taken).
4. Perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.

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FIU Honors College Student Handbook: <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy: http://honors.fiu.edu/current_policy_plagiarism.html

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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.

Global Learning Objectives

This course has been certified as meeting the university's Global Learning requirement. This semester's major component, Reacting to the Past, satisfies all three of the Honors College Global Learning Objectives.

Global Awareness: Through your engagement in the "reacting" game and writing the research paper, you will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural contexts.

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Global Perspective: Through your engagement in the “reacting” game and writing the research paper, you will be able to analyze the multiple causal forces that shape the perspectives of historical individuals — economic, political, sociological, technological, cultural, etc.

Global Engagement: Through your engagement in the “reacting” game, you will demonstrate a willingness to engage in evidence-based negotiation in order to solve a global issue.

Global Learning Co-curricular Activity: You will perform at least twenty hours of Community Service per academic year either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.