

# UF 100: Intellectual Foundations Plenary Themes

## Fall 2013 Sections

### **Story: How it Works in Our Minds and Lives (Thursday 1:30PM - 2:45PM)**

Teresa Focarile & Mac Test

Story simulates human life, inside the human mind -- by engaging the senses, triggering emotions and creating awareness of consequence and meaning. Story is shared, experiential, chronological thinking. Story is the most primal, the most powerful, and the most subtle system of logic, persuasion and communication. Story is how we inhabit Time. Story is how cultures and individuals remember, and how we plan and dream. This course explores the phenomenon of Story, via perspectives including biology, neurology, psychology, history, literature, film, music, art and theater. Student projects include storytelling and the creation of an Internet Library of e-Classics, as an enhancement of public domain literature and art.

### **Competition: Why the West Modernized before Asia & How Asia Caught up (Monday 9:00AM - 9:50AM)**

Faculty: Shelton Woods and Rick Moore

Asia was ahead of Europe in terms of technology, population, and political unity up until the eighteenth century. What went wrong for Asia and right for Europe? There are different explanations as to why modernity occurred in the West before Asia and this course will examine the various theories surrounding why the West and not the East. But now the world is even, or as some say—flat. China is poised to have the world's largest economy within a few decades. How has this happened? In short, how have countries like Japan, China, South Korea, India, and Singapore taken the economic, if not political lead during the twenty-first century? The second half of the course will examine the various answers to that provocative question.

### **The Human Situation (Wednesday 3:00PM - 4:15PM)**

Faculty: Scott Yenor & Stewart Gardner

The Human Situation surveys ancient, modern, and contemporary debates on the question of how the individual relates to civil society. Most political and moral debates include a fundamental tension in this relationship. We see it clearly in times of national emergency or war when a country must restrict individual freedom to achieve the community's purposes. In this course students will critically engage with this essential and timeless question.

### **Working: Experiences and Expectations: (Monday 4:30PM - 5:45PM)**

Faculty: Vicki Stieha & Eric Landrum

In this UF 100 class we explore working: historically, philosophically, and culturally. Students examine working from individual and systems levels (an organizational and cultural perspective). Students take an active role in conducting the exploration in both the plenary and the discussion group. Students completing the class will have conducted critical inquiry into the past, present, and future implications of work on both an academic and personal level.

### **The History and Future of Education (Friday 10:30AM - 11:45AM)**

Faculty: Steph Cox and Jen Black

What does it mean to be educated? Where did our current university system come from? What is a college education for? What should the role of education be in society? What could schools be like fifty years from now? This class will use a multi-disciplinary approach to examine the history, present, and future of higher education. We will explore how and where to place ourselves within multiple perspectives about the purposes of education by looking at some of the ways that the pursuit of knowledge has been addressed throughout human history--from Plato to the present--and in contemporary culture. We will also work together to envision the university of the future.

### **Genius (Tuesday 1:30PM - 2:45PM)**

Faculty: Jim Stockton and Riley Caldwell-O'Keefe

Why are particular moments and discoveries considered genius? How have they impacted, complicated and revolutionized the human experience? Although many people believe that genius is an individual attribute, history reveals that most human breakthroughs were dependent upon past achievements, access to resources, and a strong support system. These questions and concepts frame our investigation of genius and discovery across multiple disciplines from the sciences to the performing arts. Exploring individual genius and its relation to collective knowledge helps us gain a better understanding of human innovation as well as our personal impact on learning communities.

### **Invention and Discovery in History and Society (Monday 10:30AM - 11:20AM)**

Faculty: Peter Müllner & John Bieter

Topical lectures in the plenary will introduce different aspects of the interaction of technology and society. The lectures will provide guidance for students' projects exploring the impact that a particular invention or discovery has had on history and contemporary society. Additionally, students will investigate the life and work of a scientist or engineer to discern his/her motivations, the conditions and crucial formative experiences of his/her life, and factors supporting the development as well as its significance to society. Through this blend of lecture and student engagement, students will consider invention and discovery from many disciplinary perspectives including philosophy, history, policy, economics, science, religion, music and art.