**CHAPMAN UNIVERSITY**

**HONORS Program**

**One University Drive**

**Orange, CA 92866**

**(714) 532 - 7706**

**COURSE SYLLABUS**

**Course number: HON 398-02, Spring 2022**

**Course name: HONORS Tutorial, *Mind, Matter, and Me: Exploring Descartes’ Reality***

**Meeting: Wednesdays, 5:30-6:30p, Doti Hall Seminar Room 105**

**Instructor: Morgan Read-Davidson, MFA.**

 **DeMille 160B, x7706**

 **Office hours: by appointment**

**readdavi@chapman.edu**

Credits: 1

Prerequisites: None.

Catalog Description: *Prerequisite:* none. **Honors Tutorial**: Each Honors Tutorial focuses attention on an important thinker, idea, or concept in-depth so as to supplement and enhance a liberal arts education.  Individual course topics are chosen by the Instructor and may or may not repeat, and students may take as many Tutorials as they like.  Topics already selected include Populism, Historical Memory, Descartes, Nietzsche, Marx, and Freud."

Our reality as we understand it is structured by the infamous cogito, ergo sum, “I am thinking, therefore I am,” a splitting of the mind and body, of material and immaterial. The self, disembodied, is the center of experience and knowledge. And in the long trajectory of humanism since Enlightenment, the self-fulfillment of the individual reigns supreme. This HONORS Tutorial, ***Mind, Matter, and Me: Exploring Descartes’ Reality***, will immerse students in the foundations of Cartesian dualism, developing students’ critical inquiry into the frameworks of our perceived reality, its problematic opacities, and its potential for subversion.

Essential Equipment and Facilities: Seminar-style classroom with computer equipment.

Course Goals, Objectives and Learning Outcomes:

This specialized course enhances students’ ability to reason through ethically thorny and politically relevant historical issues and make meaningful iterations between historical knowledge, ethical principle, and practice.

HONORS Learning Outcomes:

Upon completing a course in the University Honors Program students will have:

a.   Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;

b.   Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);

c.   Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;

d.   Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

This course is also **Interdisciplinary.**

Current Texts/Required Readings:

Descartes, René (1998). *Discourse on Method and Meditations on First Philosophy.* Fourth Ed. Trans. Donald A. Cress.

Sorell, Tom (2001). *Descartes: A Very Short Introduction.*

Supplemental Bibliography:

Cunning, David (2010). *Argument and Persuasion in Descartes’* Meditions.

Cunning, David, ed (2014). *The Cambridge Companion to Descartes’ Meditations*

Damasio, Antonio (2005). *Descartes’ Error: Emotion, Reason, and the Human Brain*

Potter, Vincent G. (1993). *Readings in Epistemology: From Aquinas, Bacon, Galileo, Descartes, Locke, Berkely, Hume, Kant*

Sorell, Tom (2005). *Descartes Reinvented*

Vaccari, Andrés (2012). “Dissolving Nature: How Descartes Made Us Posthuman.” *Techné: Research in Philosophy and Technology* 16:2 (Spring) 138-186

*Any additional required readings will be made available on the course’s Blackboard site, or provided by the Instructor*.

Instructional Strategies:The Instructor will guide students through course materials, including those they are asked to present, principally through Socratic dialogue. **It is imperative that students commit to reading and reflecting on course materials, and come prepared to each class.**

Our goal should be to immerse ourselves into the “texts”—critical, philosophical, literary, cultural, media (and on and on)—and effectively join a critical discourse. You will be challenged to apply your current knowledge of theory and criticism (social, political, cultural, rhetorical, literary, scientific), and to also subvert that existing knowledge in order to formulate persuasive discourses of culture, of texts, and of rhetorical practice, adding to the “ongoing conversation.” For this to occur, there needs to be wide ranging, meaningful dialogue in the classroom.

The critical and philosophical texts are dense and carry long histories of discourse and traditions. While I’ve attempted to make the reading load manageable, you will likely need to give the texts multiple passes and do additional contextual research to understand the scope of the discourse they are a part of. To ensure an enjoyable and successful classroom dialogue, everyone needs to complete (and annotate) all of the assigned reading prior to each meeting. The course format will be based on Socratic discussion: student led, instructor guided.

Methods of Evaluation: Students will participate in class discussion (30%) and lead two thoughtful sessions (35% each) on a topic their choice that reflect an original argument and engagement with course materials. Notes and a short essay will be posted to supplement each presentation. Presentations will be evaluated based on the following: cogency of the presentation and argument; comprehension of and contribution to the discursive flow; quality of the notes, writing, and presentation.

Classroom Environment: I am committed to creating a classroom environment that fosters learning by challenging you to expand your knowledge, your skills, and your perspective, but also by encouraging you to take risks and not be afraid to fail now and again.

Respecting each other is important for all aspects of campus life, especially when it comes to classroom decorum. I respect your unique life experiences that have brought you to this moment in this classroom, and I require that you offer that same respect to your peers and to me. This means that we consider and accept the limitations in our perspectives (we all have them!) and how that influences our perception of topics, events, circumstances, and other points of view. We show respect by being polite and well-informed when we challenge perspectives or assertions, and we accept challenges of our own perspective with open ears and informed rebuttals. In this way, discussions are not about being “right” or “winning,” but about increasing understanding and progressing discourse.

Vulgar, rude, obnoxious or immature behavior does not show respect, and so is not acceptable. This includes verbal and physical harassment, interruptions while others are speaking, and any other kinds of rude behavior. We show that we respect others by listening to them and avoiding interrupting or dominating the discussion.

Sometimes we make small mistakes out of passion or ignorance, and this is understandable as long as we recognize the mistake and correct it. I or a peer may call attention to such a mistake, and it is important to listen and consider. Blatant and willful acts of disrespect, including being disruptive, abusive, or offensive, will not be tolerated, and will result in the immediate expulsion of the student from the classroom, an absence for that class, and depending on the severity of the incident may result in referral to the department and the Dean of Students.

Any student who feels threatened or uncomfortable in this class should immediately contact me.

COVID Safety and the physical classroom

If/when we return to the classroom, we must do so in the safest way possible, respecting each of our rights to a health existence. The follow requirements are non-negotiable; students who refuse will be asked to leave, reported to Student Affairs, and not allowed to return until an agreement has been made between instructor (me) and the student on safe behavior. Behavior that is hostile, harmful, or derogatory will result in additional grading penalties, starting with Non-Participation penalties (noted in the grading policies above), and possibly including the full letter grade deduction for hostile, harmful, or derogatory behavior, noted just below.

* **Medical grade surgical or KN95 masks must be worn, properly (over the nose, no valves), at all times.**
* **Students must, as best they can, maintain social distance**
* **Students must show their Daily Symptom Monitoring approval email upon entering the classroom**
* **No eating or drinking in class**
* **No COVID dangerous behavior**

Hostile, harmful, or derogatory behavior: any instance of behavior that does not meet our agreed expectations of collegiality, collaboration, and cooperation, either witnessed by me (Morgan) or reported by class members, will result in at least a full letter grade deduction to the total course grade, depending on severity, as well as referral to Student Affairs. We can disagree, even heatedly, without becoming hostile. This penalty will only result after consultation with all parties involved.

Attendance: I respect that you are an adult and have responsibilities that might lead to making tough decisions, such as whether to stay out of class due to being ill or an emergency, or whether to take a call or return a text message that comes during class time. If you must respond to a call or message, please do so by quietly leaving the classroom. I encourage you to be healthy and safe, staying out of class if you are contagious. When such circumstances arise for me, I will always respect your time by informing you through email and Canvas; I expect that you will do the same, letting me and your team know if you will be late or absent for a class, a meeting, or an online activity.

Once we return to the classroom, please be healthy and safe, staying out of class if you are symptomatic or if you believe you have come in contact with someone who has COVID. As detailed in the Community Contributions area of evaluation, you will not be penalized for illness or COVID-related absences, though you need to communicate with me and provide documentation. When such circumstances arise for me, I will always respect your time by informing you through email and Canvas.

Technology: We also show respect by refraining from using our devices unless directly necessary for the discussion or classroom activity. Listening to headphones, texting, surfing social media all indicate to your peers and me that what we are doing is not important to you; it’s like having a conversation with someone, and as you are talking they start pecking away at their phone. I ask that phones be completely silent and out of your hands, and laptops and tablets be used only for taking notes or accessing course appropriate documents and research. Any use of your personal electronic devices outside of scope of class activity will result in an automatic absence for that class session. The Office of Legal Affairs was very adamant that I cannot cut off your hand as a penalty, so this is the next best deterrent.

Individuals with disabilities are welcomed and supported fully in our class. Working with the Disability Services Office is the most effective way to get the accommodations you deserve and need, and I encourage you to utilize that resource (see below). But I also understand that we learn in a wide variety of ways, and so if there is a specific method or accommodation that you have found helps you succeed in the writing classroom, please meet with me so that we can make your experience in this class the best it can be.

**University Policies and Procedures**

Chapman University Academic Integrity Policy:

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the University Academic Integrity Committee, which may impose additional sanctions including expulsion.

Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academic-integrity/index.aspx

If you are caught at any time plagiarizing an assignment, I will determine the severity of the situation, and will inform you of the consequences. You may be given a warning, you may receive an F on an assignment, or you may receive an F in the course. Anything beyond a warning will result in a referral to the Academic Integrity Committee.

Chapman University’s Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized.

Please contact Disability Services at (714) 516–4520 if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Chapman University’s Equity and Diversity Policy

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman’s Harassment and Discrimination Policy. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

Religious Accommodation at Chapman University

Your instructor will provide a course syllabus at the beginning of each term that specifies dates of exams and due dates of assignments. It is the responsibility of each student to review these syllabi as soon they are distributed, as well as final examination schedules (within the first three weeks of the semester) and to consult the faculty member promptly regarding any possible conflicts with major religious holidays where those holidays are scheduled in advance and where those holidays constitute the fulfillment of their sincerely held religious beliefs. Upon the timely request of one or more students, your instructor will work with student(s), whenever possible, to accommodate the student(s) using reasonable means, such as rescheduling exams and assignment deadlines that fall on major religious observances and holidays. Please see the full description of Chapman University's policy on Religious Accommodation at https://www.chapman.edu/about/our-family/leadership/provosts-office/religious-accomodation.aspx

Student Support at Chapman University

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman’s Harassment and Discrimination Policy. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

**Prepared by: Morgan Read-Davidson, Sept. 17, 2019. Revised Jan. 30, 2022**

**Special thanks to Carmichael Peters, Ashley Cosgrove, and Gordon A. Babst**

Class sessions: Our reading load, topics, and class presentation schedule will be determined in week one as a collaborative effort.