***HON 280: Honors Forum Syllabus Fall 2022***

*M/W/F 10-10:50am*

**Monday Instructor:** Dr. Carmichael Peters (he/him) [cpeters@chapman.edu](mailto:cpeters@chapman.edu)

**Tuesday Instructor:** Dr. Michael Pace (he/him) [pace@chapman.edu](mailto:pace@chapman.edu)

**Friday Instructor:** Ashley Cosgrove, M.P.A (she/her) [cosgrove@chapman.edu](mailto:cosgrove@chapman.edu)

**Student Instructors:**

* Amalie Seyffert (she/her) [seyffert@chapman.edu](mailto:seyffert@chapman.edu)
* Chloe Stricker (she/they) [stricker@chapman.edu](mailto:stricker@chapman.edu)
* Ashton Titus (she/her) [atitus@chapman.edu](mailto:atitus@chapman.edu)

**Dr. Peters’ Office Hours:**

Mondays 3:45-4:45pm in person

Tuesdays and Thursdays 12-4pm on Zoom

(Email Ashley to schedule meetings)

**Dr. Pace’s Office Hours:**

Hashinger Science Center 212

Thursday 9:30am-12pm; Friday 11am-2pm

Make appt here: [www.calendly.com/pace-1](http://www.calendly.com/pace-1)

**Prof. Cosgrove’s Hours:**

Monday - Thursday from 9am - 2pm, or by special appointment

**Prerequisite:** Acceptance into the University Honors Program, or consent of instructor.

**Credit(s):** 3

**Course Description:** This course is based on experiential learning as an introduction to community engagement and is heavily based on classroom discussion and local, external and internal civic opportunities. Learning takes place in the context of supportive communal activity and social awareness.

This course aims to foster global citizenship and academic, political, and social diversity within the University Honors Program. More specifically, we will be critically reflecting on the dynamics of our community and examining the root (structural and system) causes of social inequality and reasons why some youth are “at-risk” and underserved. A core component of this course is experiential (or active/hands-on) learning.

Part of this semester’s homework will be to lend your time to your community outside of class and write about your experiences in a journal that will be turned in for credit.  Experiential learning allows you to make meaningful connections between what you read/view/discuss in class and what your experience outside of the classroom in your community, as well as inviting the community to our classroom.

**Course Objectives:**

1) Explain key sociological concepts and theories as they relate to social stratification;

2) Relate the above dynamics to our local community;

3) Critically analyze and communicate complex issues and ideas;

4) Further understand the course content and appreciation of sociology through active learning;

5) Foster solidarity between Honors students and marginalized youth in the local community

**Learning Outcomes:**

1) Obtain a preliminary understanding as to why community/civic engagement is important and necessary

2) Expand on personal identity and tie social, historical, and cultural factors into one’s present and individual experience, as well as cultivate a comfortability in speaking about highly personal or sensitive matters in a civil manner;

3) To use the sociological imagination and critical thinking to navigate social problems and help to construct solutions

**Academic Integrity**

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/academicintegrity/index.aspx](http://www.chapman.edu/academics/academicintegrity/index.aspx).

**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

inform the instructor at the beginning of the term. The University, through the Disability Services Office, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Chapman University Diversity Policy**

Chapman University is committed to fostering learning and working environments that encourage and embrace diversity, multiple perspectives, and the free exchange of ideas as important measures to advance educational and social benefits. Our commitment and affirmation are rooted in our traditions of peace and social justice and our mission of producing ethical and responsible global citizens. The term diversity implies a respect for all and an understanding of individual differences in age, class, disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socioeconomic status.

**Requirements:**

Attendance is mandatory, both in class and with independent volunteering activities. Readings and any other learning mediums need to be done before class time on the day they are assigned so that you are prepared to discuss them during our class session.

Participation in every class period is required and crucial to our learning environment.

Journals on volunteering experiences will be due regularly throughout the semester. A rubric to guide you on the development and expectations of the journal is included at the end of this document.

**Methods of Evaluation:**

1. *Class Attendance*: Class attendance is required. You are expected to attend all class meetings and to have assignments prepared when they are due. Attendance is calculated in the final grade. More than three absences will result in an “F” for the Monday section of the course.
2. *Class Participation*: Participation does not mean mere presence in the classroom. Instead, it means active intellectual engagement – that is, the willingness to engage in the back-and-forth of open-ended and reasoned conversations by being open to what others have to say, risking your opinions, asking questions, and surfacing disagreements. Such “active intellectual engagement” is essential to being a community of scholars.
3. *Notecards*: In order to aid class discussion, you are required to submit a “notecard” to the appropriate folders under “Assignments” on Canvas on the Saturday **before** the Monday class meets. The notecard is to be comprised of two parts:
   1. In the first part, you are to write no more than one or two important questions which you have on **each** of the chapters or articles (as in, one or two questions per article and chapter) assigned for the *upcoming* Monday.
   2. In the second part, you are to write a short response to the prior week’s (Monday, Wednesday, **and** Friday) classes – for example, you write about something important you learned, about a critical reaction to something said in class, or about an issue that you would like the class to revisit.
      1. Notecards will be used during class to engage assigned reading.
4. *Program Participation*: You are required to attend or assist in at least two Honors events during the semester. These participations account for 5% of your semester grade.
5. *Reading Assignments*: You are asked to study carefully all required readings by the day on which they appear on the projected course schedule. It is important to note that you are asked not merely to read all assigned materials but to study them. Such study requires several readings of the material.
6. *Journals*: Four journals detailing your experience volunteering throughout the semester. These will be due sporadically and the due dates have been posted below and on Canvas. Canvas also has a rubric that you can follow to fully develop your journal.
7. *Logic Exercises*: Preparation for the Wednesday meetings will consist largely in doing weekly practice exercises.
8. *Logic Exams*: You will take two online quizzes throughout the semester covering the logic portion of the class. A final exam, taken at the scheduled final exam time, will be comprehensive for the **logic** portion of the course.
9. *Interdisciplinary Paper*:
   1. This paper must be 5-7 pages double-spaced.
   2. This paper must use the Chicago footnote citation style.
   3. A digital copy of this paper is to be placed in the module for “Assignments” on Canvas by 11:59 p.m. on December 14, 2022
   4. This paper has two sections.
      1. In the first section of the paper you are to address *at leas*t the following, without being restricted to them:
         1. First, an informed and thoughtful understanding of interdisciplinarity
         2. A thoughtful discussion of the different approaches to interdisciplinary studies presented in the online readings
         3. A reasoned argument for the primary driving forces for the form of interdisciplinarity common in academia.
         4. Indicate whether or not you can envision your studies in your major (and if you are undeclared, whether or not you can envision your studies in general) benefiting from interdisciplinarity – if yes, include what approach/es to interdisciplinary studies would most likely enrich those studies and what would be your primary motivation for doing so.
      2. In the second section of your paper, you are to use the skills developed in the logic section of Forum to incorporate into the paper an analysis of an argument (of your own creation or attributed to others). This “incorporation of logic” aspect of the paper will count toward your Logic section grade.

***Course Schedule:***

*Week One:*

**Monday, August 29th:**

*Readings:* None

*Class Description:* Introductions, overview of the syllabus

**Wednesday, August 31st:**

*Readings:* Read 1.1 “Validity and Soundness” from Power of Logic

*Class Description:* Introduction to Arguments

**Friday, September 2nd:**

*Readings:* None

*Class Description:* Introductions, volunteering presentations

*Week Two:*

**Monday, September 5th:**

*No class. Happy Labor Day!*

**Wednesday, September 7th:**

*Readings:* Section1.2 of Power of Logic; Fallacy of the Day: False Dilemma

*Class Description:* Argument Forms and Validity. **Homework 1.1 due.**

**Friday, September 9th:**

*Readings: “*The Body Keeps the Score”; Collateral Damage

*Class Description:* Intergenerational and Community Trauma. We will also discuss organizations that you’ve chosen to volunteer with.

*Week Three:*

**Monday, September 12th:**

*Readings:* None

*Class Description:* Guest Speaker, Center for Global Education

**Wednesday, September 14th:**

*Readings:* “The Apology of Socrates” by Plato; Fallacy of the Day: Ad Hominem

*Class Description:* Argument Forms and Validity Two

**Friday, September 16th:**

*No class. Use this time to volunteer if possible.*

***Journal 1 due before 11:59pm September 18th.***

*Week Four:*

**Monday, September 19th:**

*Readings:* None

*Class Description:* Guest Speaker Sapere Aude

**Wednesday, September 21st:**

*Readings:* Power of Logic Section 1.3 Counter Examples and Invalidity; Fallacy of the Day: Strawman

*Class Description:* Counter Examples and Invalidity

**Friday, September 23rd:**

*Guest Speaker: Pamela Sepulveda, LCSW, Cerritos College Falcon’s Nest*

*Week Five:*

**Monday, September 26th:**

*Readings:* None

*Class Description:* Guest Speakers for NCHC Presentations

**Wednesday, September 28th:**

*Readings:* Power of Logic Section 2.1 Arguments and Nonarguments; Fallacies of the Day: Appeal to Force, Appeal to Pity, Appeal to the People

*Class Description:* Arguments and Nonarguments

**Friday, September 30th:**

*Readings:*

*Class Description: Discussion about Foster Youth and the Foster Care System*

*\*\* trigger warning: we will touch on sexual assault and other abuses, please email ahead if these topics might be triggering for you so we can make accommodations and/or make a support plan\*\**

*Week Six:*

**Monday, October 3rd:**

*Readings:* Alfred North Whitehead, “The Aim of Education.”

*Class Description:* The Aim of Education

**Wednesday, October 5th:**

*Readings:* J.S. Mill, “Ideas on Free Speech,” pp. 11-22; Fallacy of the Day: Red Herring, Appeal to Ignorance, and Equivocation

*Class Description:* Argument Diagramming

**Friday, October 7th:**

*No class. Use this time to volunteer if possible.*

***Journal 2 due before 11:59pm October 9th.***

*Week Seven:*

**Monday, October 10th:**

*Readings:* Becoming Interdisciplinary Chapters 1-3; complete the survey linked below before class time Oct.10th. <http://www.surveymonkey.com/s/235GQTK>

*Class Description:* Understanding Interdisciplinary Studies

**Wednesday, October 12th:**

*Readings:* Fallacy of the Day: Begging the Question

*Class Description:* Argument Diagramming

**Friday, October 14th:** All sections meet on Zoom at 1:00pm for speaker

*Guest Speaker: Dr Norma Bouchard, Provost, Chapman University*

*Week Eight:*

**Monday, October 17th:**

*Readings:* John Stuart Mill, “Ideas on Free Speech”; Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind”

*Class Description:* Understanding Interdisciplinary Studies and Critical Thinking

**Wednesday, October 19th:**

*Readings:* Walter Sinnott-Armstrong, “Statistical Generalizations" (pp. 183-188 only); Fallacies of the Day: Hasty Generalization and False Cause

*Class Description:* Evaluating Inductive Strength: Statistical Arguments

**Friday, October 21st:**

*Readings:* Non-communicable Diseases and Racism

*Class Description:*  Discussion on food insecurity

*Week Nine:*

**Monday, October 24th:**

*Readings:* Not for Profit Chapters 1 and 2

*Class Description:* The Silent Crisis: Education for Profit, Education for Democracy

**Wednesday, October 26th:**

*Readings:* Walter Sinnott-Armstrong, “Statistical Applications" (pp. 188-193 only);

*Class Description:* Evaluating Inductive Strength: Statistical Applications; **Exercises for Statistical Generalizations due.**

**Friday, October 28th:**

*Readings:* Racism is a Public Health Crisis; Housing Instability

*Class Description: Discussion about housing insecurities and houselessness*

*Week Ten:*

**Monday, October 31st:**

*Readings:* Not For Profit Chapters 3 and 4

*Class Description:* Socratic Pedagogy: The Importance of Argument

**Wednesday, November 2nd:**

*Readings:* Walter Sinnott-Armstrong, “Inference to the Best Explanation” and Arguments by Analogy (pp. 195-208); “Escape the Echo Chamber,” by Thi Nguyen; Fallacy of the Day: Appeal to Improper Authority

*Class Description:* Evaluating Inductive Strength: Inference to the Best Explanation; **Exercises for Statistical Applications due.**

**Friday, November 4th:**

*No class. Use this time to volunteer if possible.*

***Journal 3 due before 11:59pm November 6th.***

*Week Eleven:*

**Monday, November 7th:**

*Readings:* Not For Profit Chapter 5

*Class Description:* Citizens of the World

**Wednesday, November 9th:**

*Readings:* Sinnott-Armstrong section on Analogies (pp. 204-8); Peter Singer, “Famine, Affluence, and Morality”; Fallacy of the Day: Weak Analogy

*Class Description:* Evaluating Inductive Strength: Arguments by Analogy

**Friday, November 11th:**

*Readings:* Golden Gulag (page 11-26)

*Class Description: Discussion about incarceration, particularly youth incarceration*

*Week Twelve:*

**Monday, November 14th:**

*Readings:* Not For Profit Chapter 6

*Class Description:* Cultivating Imagination: Literature and the Arts

**Wednesday, November 16th:**

*Readings:* “Unbiasing Your Biases”; Cognitive Biases of the Day: Confirmation Bias; The Bias Bias

*Class Description:* Cognitive Biases.

**Inference to the Best Explanation Exercise I and II on p. 202 of the text due.**

**Friday, November 18th:**

*Guest Speakers: Sharon Tang, MPH, Underground Grit, and Ronaldo Villeda. Hoops 4 Justice and Underground Grit member*

***Happy Thanksgiving!***

*Week Thirteen:*

**Monday, November 27th:**

*Readings:* Not For Profit Chapter 7

*Class Description:* Democratic Education on the Ropes

**Wednesday, November 30th:**

*Readings:* “Decoupling: A Technique for Reducing Bias”

*Class Description:* Cognitive Biases and Informal Fallacies Review;

**Informal Fallacies Homework is due.**

**Friday, December 2nd:**

*No class. Use this time to volunteer if possible.*

***Journal 4 due before 11:59pm December 5th.***

*Week Fourteen:*

**Monday, December 5th:**

*Readings:* None

*Class Description:* Guest Speaker Career & Professional Development

**Wednesday, December 7th:**

*Readings:* None

*Class Description:* Review for Final Exam

**Friday, December 9th:**

*Readings:*

*Class Description:* Final Discussion, wrapping up the course, course evaluations

**Journal Entry Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Outstanding** | **Proficient** | **Developing** |
| *Content of Response to Volunteering Experience* | Entry summarizes volunteering experience, thoughts, and connection with class discussions. Entry is thoughtful, insightful, and makes inferences about the volunteering while also asking relevant questions. 2 pages of reflection  *6 points.* | Entry summarizes volunteering experience, thoughts. Entry is thoughtful, insightful, and makes inferences about the volunteering. Less than 1 page of reflection.  *4 points.* | Contains very little detail. Connection to volunteering is vague. Less than 1 page of reflection.  2 points. |
| *Organization and contact information listed* | Journal entry has the organization, main contact person and their email listed every time.  *2 points.* | Journal entry has the organization or main contact person and their email listed, but not both.  *1 point.* | Journal entry does not list the organization, main contact person and their email.  *0 points.* |
| *Punctuality* | Journal turned in by 11:59pm on the day it is due.  *2 points.* | Journal turned in after 11:59pm on the day it is due.  *1 point.* | Journal is not turned in.  *0 points.* |