COURSE SYLLABUS

Spring 2020
Office: DeMille 163
Email: cpeters@chapman.edu
Office Hours: TTH 2:30 P.M. – 4:30 P.M. and by appointment

Course Number: HON 280-01
Course Title: Honors Forum
Credits: 3

Classroom: DeMille 146/107
Time: MWF 10:00 – 10:50

Prerequisite: Acceptance in the University Honors Program

Catalog Description
The Honors Forum meets three times a week to familiarize students with the academic and civic dimensions of the University Honors Program.

1. The academic component of Honors Forum introduces the theory and practices of interdisciplinarity, basic inductive and deductive logic, and theories on the civic responsibility of democratic citizenship.
2. The civic component of Honors Forum introduces not only theories regarding civic responsibility but also opportunities for practical application of those theories through engagement in efforts to address different needs in our local community.
   (Offered every semester)

Restrictions
1. Acceptance into the University Honors Program.
2. Required for all incoming Honors students and open to all Honors students.

Learning Outcomes
1. GE Learning Outcomes
   ▪ “CC/Citizenship, Community, Service: Student engages in the theoretical or applied aspects of political, civic or social engagement in group affiliations (3 credits).”
2. Program Learning Outcomes
   Upon completing this 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, through an introduction to logic.

3. Course Learning Outcomes: Upon completion of this course students will be able to:
   a. Understand basic rules of logic so as to be able to articulate coherently before the seat of reason arguments in support of interdisciplinarity and responsible democratic citizenship.
   b. Know approaches to interdisciplinarity and justification for its importance in undergraduate education.
   c. Appreciate the complexity of the active citizenship and the need for theoretical nuance as they critically apply theoretical approaches, which they have studied, to some contemporary challenges of our local community.
   d. Think critically, and with an open mind, about contemporary social issues.
   e. Develop effective communication skills, specifically in the areas of oral and written exposition, by judiciously analyzing and synthesizing a broad range of knowledge through engagement in active learning with fellow students, faculty, texts, and the world as well as through written information.

Course Content
We will study reflections on logic in the history of Western philosophy. We will also study different approaches to interdisciplinarity. Finally, we will study theories on political democracy and on the responsibilities of democratic citizens; we will apply these theories through engagement with local institutions which address pressing social issues in our community.

Required Texts for Monday Classes
2. Course Readings on Blackboard:
   b. Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind” (on Blackboard under “Information”)
   c. John Stuart Mill, “Ideas on Free Speech” (on Blackboard under “Information”)
   d. Maureen Dowd, “Spare me the Purity Racket” (on Blackboard under “Information”)
   e. Nicholas Kristof, “Stop the Knee-Jerk Liberalism” (on Blackboard under “Information”)
   f. Thomas Reese, “The Death of Trust and the Triumph of Suspicion” (on Blackboard under “Information”)

Instructional Strategies
- Weekly seminar meetings
- Weekly engagement with institutions in our local community

Course Requirements
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, excused or unexcused, 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 for Monday’s Classes:** In order to aid class discussion, you are required to place a “notecard” in its appropriate ‘Turnitin’ folder on Blackboard by 11:59 p.m. on Saturday evenings before class on Mondays in which there are readings.
   a. The notecard is to be comprised of two parts:
      - In the first part, you are to write no more than one or two important questions which you have about the assigned reading material for the upcoming Monday.
      - In the second part, you are to write a short response to the prior week’s (Monday, Wednesday, and Friday) classes – for example, you may 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.
   b. A “Turnitin Assignment” folder exists for each day that cards are due. Please be sure to write your name on the cards as well as the date. **Late cards and notecards not submitted on Blackboard are not accepted.** More than two notecards not turned in or turned in late will result in zero points for ‘Notecards’.

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. **Laptops and Other Communication Devices:** Please note that laptops and other communication devices are not allowed to be used during class unless otherwise indicated by the instructor.

6. **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 may require several readings of the material.

7. **Class Time:** Class meetings will be, for the most part, seminar conversations.

8. **Interdisciplinary Papers**
   - The prompts in the syllabus for your final paper asks that you address at least the following, without being restricted to them: first, an informed and thoughtful understanding of interdisciplinary – including an account of the different approaches to interdisciplinary studies presented in the online readings as well as a reasoned argument for the primary driving forces for the form interdisciplinarity common in the academy; and, second, that you 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 – including what approach/es to interdisciplinary studies would most likely enrich those studies and what would be your primary motivation for doing so. In the second part of your paper, you may benefit from Martha Nussbaum’s example in *Not for Profit* by asking comprehensive questions which requires the integration of more than one cognitive frame.
     - This paper must be 5-7 double-spaced pages long.
     - This paper must use the Chicago Style.
     - Please note the following: A digital copy of this paper is to be placed in the “Turnitin Assignment” folder for this course on Blackboard by 11:59 p.m. on Saturday, May 16, 2020.

**Chapman University Academic Integrity Policy**

Chapman University is a community of scholars which 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 not be tolerated anywhere in the university.
Chapman University 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 Office of Disability Services. 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 or (www.chapman.edu/students/student-health-services/disability-services) 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 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.

Methods of Evaluation – Monday Section

- Final Paper 15% of course grade
- Attendance 5% of course grade
- Participation in Honors events 5% of course grade
- Notecards 10% of course grade

Grades will be assigned as follows:
- A = 100-96; A- = 95-91; B+ = 90-88; B = 87-85; B- = 84-81;
  C+ = 80-78; C = 77-75; C- = 74-71; D+ = 70-68; D = 67-65; D- = 64-61; F = below 60

Projected Schedule of Topics and Assignments

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<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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| February 3 | Introductions
  - Class members introduce themselves
  - Review syllabus: objectives/expectations of the course
  - General introduction to the course |
| February 10 | Sapere Aude Presentation |
| February 17 | Understanding Interdisciplinary Studies
  - Read: Becoming Interdisciplinary – Chapter 1: “What Are Interdisciplinary Studies? Some Initial Definitions and Historical Context” (on Blackboard under “Information”)
  - Read: Becoming Interdisciplinary – Chapter 2: “Essential Terms for Interdisciplinary Studies.” (on Blackboard under “Information”)
  - Read: Becoming Interdisciplinary – Chapter 3: “Describing Interdisciplinary Studies” (on Blackboard under “Information”) |
Link to Frosh survey: http://www.surveymonkey.com/s/235GQTK
- Complete this survey by class time on September 20, 2017.
- Failure to complete this survey on time will affect your semester grade.

February 24  
**Understanding Interdisciplinary Studies and Critical Thinking**
- Read: Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind” (on Blackboard under “Information”)
- Read: John Stuart Mill, “Ideas on Free Speech” (on Blackboard under “Information”)

March 2  
**WRHC Conference Presentations**

March 9  
**The Silent Crisis: Education for Profit, Education for Democracy**
- Read: *Not For Profit* – Chapter 1.

March 16  
**Not For Profit**
- Read: *Not For Profit* – Chapter 2.

March 23  
**Spring Break**

March 30  
**Educating Citizens: The Moral (and Anti-Moral) Emotions**
- Read: *Not For Profit* – Chapter 3.
- Read: Thomas Reese, “The Death of Trust and the Triumph of Suspicion” (on Blackboard under “Information”)

April 6  
**Socratic Pedagogy: The Importance of Argument**
- Read: *Not For Profit* – Chapter 4.
- Read: Maureen Dowd, “Spare me the Purity Racket” (on Blackboard under “Information”)

April 13  
**Office of Career and Professional Development**

April 20  
**Center for Global Education**
- Jodi Hicks

April 27  
**Citizens of the World**
- Read: *Not For Profit* – Chapter 5.
- Read: Nicholas Kristof, “Stop the Knee-Jerk Liberalism” (on Blackboard under “Information”)

May 4  
**Cultivating Imagination: Literature and the Arts**
- Read: *Not For Profit* – Chapter 6.

May 11  
**Democratic Education on the Ropes**
- Read: *Not For Profit* – Chapter 7.
Interdisciplinary Paper due (please place your paper in the “Turnitin Assignment” folder for it on Blackboard by 11:59 p.m. on Saturday, May 16, 2020)

Prepared by Carmichael Peters, August 2018
Last Revised: Carmichael Peters, January 2020