

CHAPMAN UNIVERSITY
University Honors Program
One University Drive
Orange, CA 92866

HONORS FORUM
COURSE SYLLABUS
Fall 2025

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

Classroom: DeMille, 107
Time: MWF 10am, 11am, 12pm

Instructors	William L. Cumiford, Ph.D.	Michael Pace, Ph.D.	Pinar Tremblay
Office Location	Roosevelt Hall, 132	Hashinger Science Center, 212	
Office Hours	M 8-9:45am W 8-11am; 1:30-2:15pm; or 4-6:30pm Or by appointment	TWTh 1-2:30pm Make appt here: www.calendly.com/pace-1	Wednesdays from 4pm-7pm on zoom. https://chapman.zoom.us/j/97793617028 Links to an external site. . Private meetings by appointment
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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 diverse 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 (universally 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 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 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

Monday classes we will focus on the study of different approaches to interdisciplinarity. Wednesday classes we will focus on an introduction to basic logic in the history of Western philosophy. Friday classes center on the responsibilities of democratic citizenship through readings and engagement with institutions which address pressing social issues in your local communities.

Required Texts for Monday's Classes

- Nussbaum, Martha C. *Not for Profit: Why Democracy Needs the Humanities*. Princeton, New Jersey: Princeton University Press, 2010.
- These Required Course Readings for Monday's classes are on Canvas:
 - a. Selections from Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 2015.
 - b. Alfred North Whitehead, "The Aims of Education"
 - c. Greg Lukianoff and Jonathan Haidt, "The Coddling of the American Mind"
 - d. John Stuart Mill, "Ideas on Free Speech"

Required Texts/Online Resources for Wednesday Classes (All Available through Canvas)

- Selections from *The Power of Logic*, 3rd edition, Howard-Snyder et. al.
- Selections from *Understanding Arguments: An Introduction to Informal Logic* by Walter Sinnott-Armstrong
- "The Apology" by Plato.

Recommended Books for Friday Classes:

- Boyle, G. (2010). *Tattoos on the heart: The power of boundless compassion*. Free Press.
- Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. Broadway Books.
- Desmond, M. (2023). *Poverty, by America*. Penguin Random House.
- Jana, T., & Diaz Mejias, A. (2018). *Erasing institutional bias: How to create systemic change for organizational inclusion*. Berrett-Koehler.
- Kobabe, M. (2020). *Gender queer: A memoir*. Oni-Lion Forge Publishing Group.
- Maté, G. (2019). *When the body says no: The cost of hidden stress*. Vermilion.
- Mettler, S. (2011). *The submerged state: How invisible government policies undermine American democracy*. University of Chicago Press.
- Page, B. I., & Gilens, M. (2017). *Democracy in America? What Has Gone Wrong and What We Can Do About It*. University of Chicago Press.
- Peterson, T. H. (2022). *Fostered: One woman's powerful story of finding faith and family through foster care*. B&H Publishing Group.
- Putnam, R. D. (2015). *Our Kids: The American Dream in Crisis*. Simon & Schuster.
- Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. Spiegel & Grau.
- Varricchio, K. (2018). *Behind the count: My journey from juvenile delinquent to baseball agent*. Author.
- Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.
- Wolynn, M. (2016). *It didn't start with you: How inherited family trauma shapes who we are and how to end the cycle*. Penguin Books.

Instructional Strategies

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

Course Requirements

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.

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.

Notecards: 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:

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 assigned 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 December 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.

Notecards will be used during class to engage assigned reading.

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.

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.

Logic Exercises: Preparation for the Wednesday meetings will consist largely in doing weekly practice exercises.

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

Logic Exams: A midterm and a final exam will test your mastery of the logic portion of the class. The final exam, taken at the [scheduled final exam time](#), will cover only material from the logic portion of the class but will be comprehensive with respect to that material.

Reflection Paper: For the Monday section, you will write a short paper addressing the following prompt: In what ways can you envision your studies in your major (or, if you are undeclared, your studies in general) benefiting from interdisciplinarity? What approach/es to interdisciplinary studies would most likely enrich those studies, and what would be your primary motivation for undertaking interdisciplinary studies?

Interdisciplinary Paper: In connection with the Monday section, you will write an argumentative essay (5-7 pages) on the following prompt: In Martha Nussbaum's *Not for Profit*, she argues that a strong educational system in the liberal arts is essential to well-functioning democracies. How does her argument hold up given the ways that society has changed since she wrote the book? Are there, for example, aspects of her case that are no longer relevant, or points that might be added to make the argument stronger?

Incorporation of Logic Assignment: In connection with your Interdisciplinary Paper, you will do a logical analysis, in the form of an argument diagram, of the argument(s) that you rely on in your Interdisciplinary Paper. This assignment is due with the Interdisciplinary Paper but will count toward the Wednesday section of the course.

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.

Grading

<u>Monday Section</u> (35%)		<u>Wednesday Section</u> (35%)		<u>Friday Section</u> (30%)	
Interdisciplinary Paper	15%	Weekly Logic Exercises	5%	Attendance	5%
Reflection Paper	5%	Midterm Exam	10%	Participation in Class	5%
Attendance/participation	5%	Final Exam	20%	Volunteering & Journals	20%
Notecards	10%				

Grading Scale: A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), F (Below 60)

Chapman University's 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 review the full description of Chapman University's policy on [Academic Integrity](#).

Chapman University's Students with Disabilities Policy

Students who seek an accommodation of a disability or medication condition to participate in the class must contact the [Office of Disability Services](#) and follow the proper notification procedure for informing your professor(s) of any granted accommodations. This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or DS@chapman.edu if

you have questions regarding this process, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. The granting of any accommodation will not be retroactive. <https://www.chapman.edu/students/health-and-safety/disability-services/policy.aspx>

Chapman University's Anti-Discrimination Policy

Chapman University is committed to ensuring equality and valuing diversity, including of backgrounds, experiences and viewpoints. Students and professors are reminded to show respect at all times as outlined in Chapman's [Harassment and Discrimination Policy](#). Please review the full description of the 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."

Student Support at Chapman University

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University's Student Psychological Counseling Services

here: <https://www.chapman.edu/students/health-and-safety/psychological-counseling/>.

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student's well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: <https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx>. While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.

Religious Accommodation at Chapman University

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of all backgrounds, we believe that every reasonable effort should be made to allow members of the university community to fulfill their obligations to the university without jeopardizing the fulfillment of their sincerely held religious obligations. Please review the syllabus early in the semester and consult with your faculty member promptly regarding any possible conflicts with major religious holidays, being as specific as possible regarding when those holidays are scheduled in advance and where those holidays constitute the fulfillment of your sincerely held religious beliefs.

For more information, please see the [Fish Interfaith Center website](#).

A Statement on Chapman University's Values

At Chapman University, we strive to make meaningful and lasting connections – with one another and with our broader community and world. We aim to cultivate a welcoming environment, helping every person feel valued and empowered to engage and contribute. Our community members are part of the Chapman Family, where relationships matter – and so do ideas. We strive for a vibrant intellectual community where different perspectives are sought and encouraged freely – to enable new thinking to emerge and interdisciplinary dots to be connected. Through these connections, we advance as individuals, as a campus, and as a society.

Chapman University AI Generative Tools Statement

While we recognize that there are a variety of artificial intelligence (AI) programs available to assist students with a wide range of academic assignments and learning activities, AI programs are not a replacement for human creativity, originality, and critical thinking. The purpose of assignments in this course is for you to demonstrate your writing, critical thinking, and analytical skills while providing you with opportunities to grow as a communicator, thinker, and scholar.

In instances where you are not specifically told to use generative AI, we ask you to embrace the challenges of learning, scholarship, and personal growth and write without using these tools. If you have any questions about how and when it is appropriate to use AI tools for the activities in this course, please reach out to me for a conversation before submitting your work.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper citation of source(s) or permission is a form of academic dishonesty. Every effort must be made to avoid violation of the university's policies on academic integrity and AI use. If you are unsure about whether something may be in violation of these policies, please reach out to me so we can address these concerns before you submit your work. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Chapman University.

Projected Schedule of Topics and Assignments

<u>Date</u>	<u>Topic and Assignment</u>
August 25	Introductions <ul style="list-style-type: none"> • Class members introduce themselves • Review syllabus: objectives/expectations of the course • General introduction to the course
August 27	Overview of Logic Section Content <ul style="list-style-type: none"> • Background Reading: “Validity and Soundness” from Power of Logic.
August 29	Class overview & discussion about reading <ul style="list-style-type: none"> • Discussion on the reading/excerpt from “Poverty by America” found in Canvas
<i>September 1</i>	<i>Labor Day Holiday</i>
September 3	Argument Forms and Validity <ul style="list-style-type: none"> • Background Reading: Argument Forms and Validity (Section 1.2 of Power of Logic (pp. 16-23 only) • Read: “The Apology of Socrates,” by Plato
September 5	Who Decides? City councils & School Boards – addressing social needs, creating curriculum, and banning books <ul style="list-style-type: none"> • You should have listened to/read transcript from the podcast and read <u>excerpts</u> from the following and be prepared for class discussion: <ul style="list-style-type: none"> ○ “Building the Bridge” podcast ○ “Erasing Institutional Bias” ○ “The Submerged State” ○ “PBS Book Banning” ○ “What Are We Protecting Children From”

- (You can also read “Gender Queer” but are not required to)

**Share which organizations you have chosen to volunteer with during the semester.
Discuss best practices when volunteering.**

September 6 Notecard Due

September 8 The Aim of Education

- Read: Alfred North Whitehead, “The Aim of Education.”

September 10 Argument Forms and Validity 2

- Background Reading: [Section 1.2 of Power of Logic](#) (pp. 23-30)

September 12 Trauma

- You should have read excerpts from the following and be prepared for class discussion:
 - “The Body Keeps the Score”
 - “It Didn’t Start with You”
 - “When the Body Says No”

September 13 Notecard Due

September 15 Understanding Interdisciplinary Studies

- Read: *Becoming Interdisciplinary* – Chapter 1: “What Are Interdisciplinary Studies? Some Initial Definitions and Historical Context”
- Read: *Becoming Interdisciplinary* – Chapter 2: “Essential Terms for Interdisciplinary Studies.”
- Read: *Becoming Interdisciplinary* – Chapter 3: “Describing Interdisciplinary Studies”
- Link to Frosh survey: <http://www.surveymonkey.com/s/235GQTK> (Links to an external site.)
- Complete this survey by class time on September 20, 2020.
- Failure to complete this survey on time will affect your semester grade.

September 17 Argument Diagramming 1

September 19 No class meeting. Use this time to volunteer in your chosen organization.

- *Journal Due Sunday, September 22nd at 11:59pm*

September 22 Presentation by Center for Global Education

September 24 Argument Diagramming 2

September 26 Guest Speaker Pamela Sepulveda, MSW

September 27 Notecard Due

September 29 Understanding Interdisciplinary Studies and Critical Thinking

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

October 1 Argument Diagramming 3

- October 3** **Foster Care – Discussion about readings**
- *You should have read excerpts “Fostered,” watch video(s) uploaded on Canvas and be prepared for class discussion including the guest speaker’s talk. (You can also read “Behind the Count” but are not required to.)*
- October 6** **Get Involved! Presentations on NCHC and Sapere Aude**
NCHC
- Honors students who’ve original research has been accepted by NCHC will present their presentations for feedback prior to the conference
- Sapere Aude**
- Honors student journal – Submit original work
- October 8** **Logic Midterm (in class)**
- October 10** **No class meeting. Use this time to volunteer in your chosen organization**
- *Journal Due Sunday, October 13th at 11:59pm*
 - *Read excerpts from “Tattoos on the Heart,” “Just Mercy,” Listen to portion of “Axios” podcast and “Ear Hustle” podcast and be prepared for class discussion on October 13th and speakers on October 20th. (You can also read “The San Quinten Story” but are not required to.)*
- October 13** **Presentation by Career & Professional Development**
- October 15** **Statistical Generalizations**
- *Read: [Walter Sinnott-Armstrong, “Statistical Generalizations”](#) (pp. 183-188 only);*
- October 17** **Incarceration – Discussion about guest speakers and related material**
- October 18** **Notecard Due**
- October 20** **The Silent Crisis: Education for Profit, Education for Democracy**
- Read: Not For Profit – Chapter 1
 - Read: Not For Profit – Chapter 2
- October 22** **Evaluating Inductive Strength: Statistical Applications**
- *Background Reading: [Walter Sinnott-Armstrong, “Statistical Applications”](#).(pp. 188-193 only)*
- October 24** **Guest Speakers Sharon Tang from Underground Grit, and Josue Pineda from Hoops 4 Justice**
- October 27** **Socratic Pedagogy: The Importance of Argument**
- Read: Not For Profit – Chapter 3
 - Read: Not For Profit – Chapter 4

- October 29 Inference to the Best Explanation**
- *Background Reading:* [Walter Sinnott-Armstrong, “Inference to the Best Explanation”](#) (pp. 195-204)
- October 31 No class meeting. Use this time to volunteer in your chosen organization**
- *Journal Due Sunday, November 3rd at 11:59pm*
- November 1 Notecard Due**
- November 3 Citizens of the World & Cultivating Imagination: Literature and the Arts**
- Read: Not For Profit – Chapter 5
 - Read: Not For Profit – Chapter 6
- November 5 Inference to the Best Explanation II**
- November 7 Housing Insecurities and Climate Justice – Discuss related material**
- *You should have read excerpts from “Evicted” and “Go Gently,” watched the clip from “Descendant” and housing videos uploaded in Canvas and be prepared for class discussion.*
- November 10 Phi Beta Kappa (PBK) & Center for Undergraduate Excellence (CUE) present**
- November 12 Arguments by Analogy**
- *Background Reading:* [Sinnott-Armstrong section on Analogies](#) (pp. 204-8)
Watch: Peter Singer, [“Famine, Affluence, and Morality”](#). (First 36 minutes. Focus especially on his defense of the analogy about 14 minutes in.)
- November 14 Food Insecurities – Discuss related material**
- *You should have listened to Pang! podcast episodes, read link and be prepared for class discussion*
- November 15 Notecard Due**
- November 17 Democratic Education on the Ropes**
- Read: Not For Profit – Chapter 7
 - Read: “Thinking is Becoming a Luxury Good, by Mary Harrington (NY Times, August 3, 2025)
- November 19 Logical Analysis**
- November 21 No class meeting. Use this time to volunteer in your chosen organization!**
- *Journal Due Sunday, December 1st at 11:59pm*

November 24-28 Thanksgiving Break

November 29 Notecard Due

December 1 The Anxious Generation

- Read Chapter One in Jonathan Haidt's book

December 3 Logic Review for Final Exam

December 5 Final Discussions & Reflections

- Complete course evals if needed

December 8-12 Finals Week

The Final Exam (covering the Logic Wednesday material only) will take place at the University scheduled time for your section. www.chapman.edu/finals

December 13 Interdisciplinary Paper due (please upload your paper to its folder on Canvas by 11:59 p.m. on December 13, 2024)