**FFC 100 – Humanomics: Moonshots and Epic Fails – Fall 2022**

**INSTRUCTORS:** Professor Keith Hankins (hankins@chapman.edu) and Professor Erik O. Kimbrough (ekimbrou@chapman.edu)

**COURSE MEETINGS: T, R Afternoons – WH 220**

**OFFICE HOURS:** We will have joint office hours from TBD-TBD on TBD at the Smith Institute – 2nd floor of Wilkinson Hall (Free Coffee!) We are also available by appointment (just give us 24 hours notice).

**PREREQUISITES:** None

**COURSE COMMUNICATIONS**: The vast majority of classroom communications will take place through email. YOU ARE RESPONSIBLE FOR MAKING SURE THAT YOU RECEIVE THESE COMMUNICATIONS. We are a team, so if you email one of us, email both of us.

**Description**:  For every successful moonshot there are many attempts that crash and burn (sometimes literally). Innovation is hard, and most would-be innovators fail. But when it occurs, innovation can yield massive benefits, enriching people, improving health, and reducing our dependence on scarce resources. At the same time, innovation can wreak havoc, destabilizing social structures, setting off arms races, and encouraging environmental degradation. What makes innovation possible? Who makes innovation possible? What makes innovators tick? How much innovation is the right amount? How do we create a world that can capture the benefits of innovation while controlling the costs? Who gets to decide on the proper balance?

Humanomics classes (like this one) adopt a distinctively interdisciplinary approach. Throughout the term, we will address these questions through the lenses of economics, philosophy, and art (especially literature and cinema). We will not just ask what these disciplines have to say about our topic independently of one another; we will also ask how these disciplines interact, enrich each other, and have unique ways of capturing different dimensions of reality. The overarching idea is that there are many ways of expressing important ideas and that focusing on any one form of expression (social scientific, philosophical, artistic) in isolation is bound to leave important aspects of those ideas unstated, or incompletely expressed. Moreover, by working with media situated in a variety of historical contexts, we will necessarily ask why a set of ideas have been expressed in different ways in different times and places, and how this form of expression affects what’s being said.

**Required Texts**:

Fishman, Charles. (2019) *One Giant Leap: The Impossible Mission that Flew Us to the Moon.* **Excerpts*.***

McCardle, Megan. (2014) *The Upside of Down: Why Failing Well Is the Key to Success.* **Excerpts**.

Ridley, Matt. (2021) *How Innovation Works: And Why It Flourishes in Freedom.*

Swenson, Cole. [*The Invention of Streetlights*.](https://poets.org/poem/invention-streetlights)

Zola, Emile. *The Ladies Paradise.*

Ford vs. Ferrari. (2019) Directed by James Mangold.

Joy. (2015) Directed by David O. Russell.

The Founder (2017). Directed by John Lee Hancock.

**Schedule – Subject to Change**

The assigned texts and films explore the topic of innovation from a variety of perspectives. Throughout the course we will be placing these in conversation with each other by reading multiple texts at once (or watching films) and having class discussions that alternate in their focus. The goal, by the end of the course, is to develop a more well-rounded picture of innovation and the role failure plays in it. But exactly what that picture looks like and how the texts and films we explore relate to one another is something that will be discovered and created along the way.

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| **Week 1** | Aug. 30 |  | Swenson |
|  | Sept. 1 |  | Fishman Ch. 1-2 |
| **Week 2** | Sept. 6 |  | Zola Ch. 1-2 |
|  | Sept. 8 |  | Fishman Ch. 3-4 |
| **Week 3** | Sept. 13 |  | Zola Ch. 3-4 |
|  | Sept. 15 |  | Fishman Ch. 5-6 |
| **Week 4** | Sept. 20 |  | Zola Ch. 5-6 |
|  | Sept. 22 |  | Fishman Ch. 7-8 |
| **Week 5** | Sept. 27 |  | Zola Ch. 7-8 |
|  | Sept. 29 |  | Fishman Ch. 9 |
| **Week 6** | Oct. 4 |  | Zola Ch. 9-10 |
|  | Oct. 6 |  | Ridley Intro + Ch. 1 |
| **Week 7** | Oct. 11 |  | Zola Ch. 11-12 |
|  | Oct. 13 |  | Ridley, Ch. 2-3 |
| **Week 8** | Oct. 18 |  | Zola Ch. 13-14 |
|  | Oct. 20 |  | Ridley, Ch. 4-5 |
| **Week 9** | Oct. 25 |  | The Founder |
|  | Oct. 27 |  | Library Day |
| **Week 10** | Nov. 1 |  | Ridley, Ch. 6-7 |
|  | Nov. 3 |  | Ridley, Ch. 8 |
| **Week 11** | Nov. 8 |  | Ridley, Ch. 9-10 |
|  | Nov. 10 |  | Ridley, Ch. 11-12 |
| **Week 12** | Nov. 15 |  | Ford vs Ferrari |
|  | Nov. 17 |  | McCardle, Ch. 1 |
| **Week 13** | Nov. 22 |  | THANKSGIVING |
|  | Nov. 24 |  | THANKSGIVING |
| **Week 14** | Nov. 29 |  | Joy |
|  | Dec. 1 |  | McCardle, Ch. 4 |
| **Week 15** | Dec. 6 |  | McCardle, Ch. 10 |
|  | Dec. 8 |  | Last words |
| **FINAL EXAM** | Dec. 16 |  | 1:30-4:00 |
| **Week 1** | Aug. 30 |  | Swenson |

**FFC Program Learning Outcome:**

Students will be able to critically analyze and communicate complex issues and ideas. This satisfies Freshman Foundations Course Learning Outcome: Critically analyzes and communicates complex issues and ideas.

**Course Objectives:** Upon completion of the course, students will be able to:

1) Understand theories of innovation.

2) Articulate ethical and economic critiques of innovation and socio-economic structures that facilitate or hinder it.

3) Explain how the motivations of individuals shape and are shaped by existing innovations and the prospect of future innovations.

4) Analyze the ethical tensions faced by individuals in societies with different degrees of openness to innovation.

5) Ask cogent, thought-provoking questions based upon critical reading of texts.

6) Present, explain, and evaluate economic- and humanity-based arguments orally and in essay format.

7) Challenge and deconstruct the perceived tension between the social sciences and the humanities.

**Instructional Methods:**

This course uses a combination of methods including, readings, question development, Socratic roundtable discussions, focused free writes, and five papers.

**Grading:**

1. Participation in class discussions (15%)

Class discussion provides an opportunity for students to collectively reflect on the ideas, texts, and other media we are exploring in the course. Through this shared inquiry, students gain experience thinking critically about the works they read and develop the skills needed to support and test their ideas in dialogue with peers. Class discussion also fosters the flexibility of mind to consider problems from multiple perspectives. In order for this to be possible, though, it is essential that every student come to class having done the readings and prepared to participate in discussions, and to facilitate discussion of the texts it is also essential that students bring their copies of the texts to each class session.

2. Questions (20%)
To facilitate class discussion it is essential that students come to class prepared to discuss the texts. Before each meeting students will be expected to generate two questions to be posted in the online discussion forum on Canvas. ***Posts must be made by Noon on the day of the meeting for which they are intended***. Note that asking a good question is often harder than providing a good answer. A good question will critically engage with the source material by probing things that the student finds surprising, unsettling, or otherwise interesting.

3. Papers (50%) – 5 x 10% Each
Students will write five short papers over the course of the semester. The papers will provide an opportunity for the student to deepen their understanding of the tensions and connections between various texts, and to examine how the themes explored in class are reflected in their developing points of view.

4. Oral final examination (15%)
In lieu of a traditional final exam, we will instead meet as a group during the assigned final examination period for an oral final examination. During the examination each student will be asked to respond to questions posed by the professors that reflect the course objectives for course. Questions will be developed over the course of the semester and will draw on questions raised during class discussion and in the online discussion forum. The goal of the assessment is for students to demonstrate in a conversational setting that they have critically reflected on the ideas and material covered in the course over the semester. The questions posed to each student will be selected through a random process that still provides the students some control over the questions they get asked.

\* A note on attendance
Because of the interactive nature of the class, attendance is an essential component. Excessive tardies constitute absences and six absences may result in failure (Undergraduate Catalog 2021-2022, “Academic Policies and Procedures”). Please keep this in mind. Missed in-class work cannot be made up.

Grading Scale:

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D: 65-70

F: 0-64

If you are still reading at this point, we really appreciate your attention to detail. To prove that to you, you can have 2 bonus points on the final exam if you send us a picture of an adorable dog or cat by midnight on Friday of the first week of class.

**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 contact the [Office of Disability Services](https://www.chapman.edu/students/health-and-safety/disability-services/index.aspx). 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 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.

**Equity and Diversity Statement**:

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](https://www.chapman.edu/diversity/_files/strategic-initiatives/harassment-and-discrimination-policy.pdf). Any violations of this policy should be discussed with the professor, the [Dean of Students](https://www.chapman.edu/students/dean-of-students/index.aspx) and/or otherwise reported in accordance with this policy.