

Chapman University

THINKING AND RISK TAKING FROM OUTSIDE THE BOX

or How to Make a Glow in the Dark Unicorn

Hon 275-01

Instructor: Jack Horner

Lecture: Tue and Thu 1:00 – 2:15 PM

Classroom: Argyros Seminar Room 205 & The Out of Doors

Email: jhorner@chapman.edu

Office: HSC 10

Office hours: By Appointment.

Blackboard: Blackboard will be used to post announcements, additional resources, assignments, etc. Also you can follow your up-to-date grades here.

Course Description: An introduction to advanced-level creative thinking, thinking outside the box, challenging the status quo, evaluating preconceived ideas, risk taking, and dealing with failure.

Course Disclosure: The material covered for this course may at times elicit emotional responses. This will be done intentionally to get students out of their comfort zones and thinking about topics in ways not necessarily in line with current convention.

Credits: 3 units

Learning Outcome

Students will know how to identify and evaluate preconceived ideas that stifle innovative thought and new ideas.

- Students will understand where convention originated, and have the tools to analyze conventional wisdom.
- Students will learn to evaluate the risks of failure involved with presenting radically new ideas.

Learning Outcome (Values Inquiry):

Articulates how values and ethics inform human understanding, structures, and behavior Course

Learning Objectives: and challenge convention.

- * Analyze the reasons why it is harder to change “opinions” once they are formed.
- * Discuss the influence of preconceived ideas in our daily lives.

Honors Program Learning Outcomes:

Upon completion

course in the University Honors Program students will have:

1. Obtain a starting point for integrative exploration of the development of ideas and intellectual achievements through a variety of interdisciplinary
2. Sharpen their ability to critically analyze and synthesize a broad range of knowledge through primary ideas of thought and physical observation, and through engagement in active learning with fellow students and faculty.
3. Understand how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping their university, and immediate community. Develop effective communication skills, specifically in the area of oral presentation.

Course Objectives:

The object of this course will be to first get an understanding of what it is to be an in the box thinker, and doer, and why it's a good thing to be an in the box thinker. Why the world requires that most thinking is done within the box. Second we will pursue understanding what it means to challenge the status quo and convention. We will evaluate preconceived ideas, and consider alternatives. Third, we will discuss the pros and cons of risk taking, and how to deal with failure and success. Fourth, we will discuss the utility of, and what it means to think and create outside the box. For instance, the creation of a living, glow in the dark, pink unicorn.

Instructional strategies:

This is an interactive class where the majority of the student evaluations will be based on the class discussion and participation. The class will involve a student participation project that entangles the operation of the university and college level education.

Methods of Evaluation: (There will be no exams in this class. The grading will be as follows: Attendance 25%, Class Participation 50%, Final project, 25 %.)

□ 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.

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 Center for Academic Success, 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.

Equity and Diversity: 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: <http://tinyurl.com/CUHarassment-Discrimination> Any violations of this policy should be discussed with the professor, the Dean of Students, and/or otherwise in accordance with this policy.

Important Addresses and Telephone Numbers:

Disabilities Services: 410 N. Glassell Phone: (714) 997-6778

Tutoring, Learning, and Testing Center: Cecil B. DeMille Hall
130 Phone: (714) 997-0120

Course Grades (out of 1000 points)

Attendance 250

Participation 500

Project 250

The order of order is subject to change.

Days	
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1/31	Course Introduction: Why the class will not convene conventionally. What is the class about? How do students participate?
2/2	Getting to know participants: who we are
2/7	How can we use our expertise to enhance the class.
2/9	Understanding convention: why are things the way they are? Why do businessmen wear ties? Why do we sit in classrooms? What are the difference between laws, rules and convention?
2/14	Using Wikipedia : How to Use it, and why we use it
2/16	The scientific method.
2/21	Opinion, rhetoric, and BS
2/23	Belief and Popular Opinion vs Knowledge (Pistis & Doxa/Episteme)
2/28	New and original ideas: Plato, Descartes, Locke & others
3/2	Understanding how education is seen as a means of maintaining the status quo: Using educational construct to reconstruct education
3/7	Preconceived Idea, and “Boxism”
3/7	Common Sense
3/14	Imagination in Science (The Unicorn)
3/16	Challenging the Status Quo (breaking eggs)
3/20	Spring Break
3/28	The Role of Curiosity
3/30	Project: Reinventing Education - Information
4/4	Project: Reinventing Education - Evaluation
4/6	Project: Reinventing Education - Presentations

4/11	Reinventing self
4/13	What is Risk
4/18	Risk Taking vs. Maintaining Safety
4/20	Failure: Dealing with Risk Taking that Fails
4/25	Dealing with risk taking that is successful
4/27	The Failure of Success
5/2	Thinking Outside the Box
5/4	Creating Outside the Box
5/9	Dealing with Criticism and Success
5/11	Overview
5/15-20	Student Evaluations

Finals:

Accumulation of points:

925-1000= A;

895-924= A-;

870-894= B+;

825-869= B;

795-824=B-;

770-794=C+;

725-769=C;

695-724=C-;

670-694- D+;

625-669=D;

595-624=D-;

594 and below= F