

HONORS 381: Think for yourself: From Socrates to Adorno

Texts: --Most of the texts are available on-line
--Hand-outs

Methods of Evaluation:

The basis for evaluation will be:

1. Participation in class discussions (including group work);
2. Formal presentations (Optional but students are encouraged to offer a presentation);
3. Regular written assignments (emphasizing quality and originality/creativity);
4. End of semester project (can be done individually or as a group).

Course Content:

- I. Your definition
- II. Starting Points:
 - a. Socrates: *Laches*, Book VII of the *Republic*
 - b. Kant: *What is Enlightenment?*
- III. Kant's understanding of knowledge / limits of understanding reason
- IV. Populist Approaches
- V. Arguments against (the possibility of) Self-Thinking:
 - a. Freud
 - b. Thomas von Aquin. Spirit is nature, i.e., is predetermined
 - c. Modern Science.
- VI. Models of Self-Thinkers
 - a. Friedrich Nietzsche
 - b. Karl Kraus
 - c. Theodor W. Adorno
- VII. Topics:
 - a. Can Self-Thinking be taught?
 - b. Importance of language
 - c. Importance of leisure
 - d. Importance of freedom

- e. Self-Thinking only for philosophers
- f. etc.

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. Plagiarism, cheating or otherwise submitting material for grading which is not the result of your own work will not be tolerated and will result in a failing grade in the course.

Please note: The instructor reserves the right to amend or modify this syllabus at any time during the course. If you have any topics you would like to discuss, activities you would like to include, please let me know.

Course Learning Outcomes:

Upon completing HON381 students will have:

- a. Examined important texts dealing with “self-thinking;”
- b. Developed critical approaches to evaluate these texts’ relevance both in the professional and private sphere;
- c. Learned how to apply their skills (inductive and deductive reasoning, proper argumentation, accepted methods of analysis, and synthesis of ideas) to other fields.

Honors Program Learning Outcomes:

Upon completing a 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.