

CHAPMAN UNIVERSITY
University Honors Program
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COURSE SYLLABUS

Spring 2021
Office: DeMille 108

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Office Hours: TTH 2:30 P.M. – 4:30 P.M. and by appointment

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

Classroom: Remote
Time: MWF 10; 11; NOON

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

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

1. Nussbaum, Martha C. *Not for Profit: Why Democracy Needs the Humanities*. Princeton, New Jersey: Princeton University Press, 2010.
2. 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, 2005.
 - b. David Brooks, "This is Where I Stand"
 - c. Greg Lukianoff and Jonathan Haidt, "The Coddling of the American Mind"
 - d. John Stuart Mill, "Ideas on Free Speech"
 - e. Thomas Reese, "The Death of Trust and the Triumph of Suspicion"

Required Texts/Online Resources for Wednesday Classes

1. Carnegie Mellon Online Learning Initiative www.oli.cmu.edu "Argument Diagramming for Critical Thinking"
2. Readings available on Canvas

Required Texts for Friday's Classes

❖ There are also several mandatory readings for the Friday's class on Canvas.

Recommended Books for Friday's Classes: These recommended readings will help contextualize some of the themes of the course.

- a. Boyle, Father Greg. (2010). *Tattoos on the Heart: The Power of Boundless Compassion*. New York: Free Press.
- b. Desmond, Matthew. (2016). *Evicted: Poverty and Profit in the American City*. New York: Broadway Books.
- c. Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel & Grau.
- d. Varrichio, Kurt M. (2018). *Behind the Count: My Journey from Juvenile Delinquent to Baseball Agent*. Kurt Varrichio.
- e. Wolynn, Mark. (2016). *It Didn't Start with You: How Inherited Family Trauma Shapes Who We are and How to End the Cycle*. New York: Penguin Books.

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 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:* In order to aid class discussion, you are required to bring a “notecard” to our Zoom class meetings on Mondays.
 - 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.
 - Notecards will be used during class to engage assigned reading.
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. *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.
6. *Logic Exercises:* Preparation for the Wednesday meetings will consist largely in doing weekly practice exercises.
7. *Class Time:* Class meetings will be, for the most part, seminar conversations.
8. *Logic Exams:* You will take two online quizzes covering throughout the semester covering the logic portion of the class. A final exam, taken at the scheduled final exam time, will be comprehensive for the logic portion of the course.
9. *Group Logic Analyses:* You will work in groups to analyze the main arguments of some of the readings for the course.
10. *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. Using skills developed in the logic section of the course, you will incorporate into the paper an analysis of an argument (of your own creation or attributed to others). This “incorporation of logic” aspect of the paper will count toward your Logic section grade.
 - 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 its assigned module for this course on Canvas by 11:59 p.m. on December 19, 2020.

11. Journals

- Five 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.

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/participation 10% of course grade
- Notecards 10% of course grade

Methods of Evaluation – Wednesday Section

- Weekly Logic Exercises 5% of course grade
- 2 Quizzes 10% of course grade
- Final Exam 10% of course grade
- Group Logical Analyses 5% of course grade
- Incorporation of Logic in Final Paper 5% of course grade

Methods of Evaluation – Friday Section

- Attendance 5% of course grade
- Participation in Class 5% of course grade

- Volunteering & Journals 20% 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

<u>Date</u>	<u>Topic and Assignment</u>
February 1	Introductions <ul style="list-style-type: none"> • Class members introduce themselves • Review syllabus: objectives/expectations of the course • General introduction to the course
February 3	Overview of Logic Section Content <ul style="list-style-type: none"> • Read: OLI Unit 1 and Module 1 from Unit 2
February 5	Introductions and Class Overview <ul style="list-style-type: none"> • Read “It Didn’t Start with You” pages uploaded in Canvas and be prepared for discussion on February 11th. (You can also read the article “Poverty and the Brain” but are not required to.)
February 8	Office of Career Development
February 10	Understanding Arguments <ul style="list-style-type: none"> • Read: OLI Module 2 (doing all of the exercises along the way)
February 12	Discussion about “It Didn’t Start with You” and organizations that you have chosen to volunteer with during the semester.
February 15	Global Studies
February 17	Understanding and Representing Argument Structure <ul style="list-style-type: none"> • Read: OLI Modules 3 (doing all of the exercises along the way)
February 19	No class meeting. Use this time to volunteer in your chosen organization <ul style="list-style-type: none"> • <i>Journal Due Sunday, February 20th at 11:59pm</i> • <i>Read “Behind the Count” pages, watch video(s) and review pdf uploaded in Canvas and be prepared for our class discussion on February 26th and our guest speaker on March 5th</i>
February 22	Understanding Interdisciplinary Studies <ul style="list-style-type: none"> • Read: <i>Becoming Interdisciplinary</i> – Chapter 1: “What Are Interdisciplinary Studies? Some Initial Definitions and Historical Context” • Read: <i>Becoming Interdisciplinary</i> – Chapter 2: “Essential Terms for Interdisciplinary Studies.” • Read: <i>Becoming Interdisciplinary</i> – 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 February 20, 2020. • Failure to complete this survey on time will affect your semester grade.
February 24	Interpreting Arguments

- Do: OLI Module 4
- February 26** **Discuss “Behind the Count” and other materials.**
- March 1** **Understanding Interdisciplinary Studies and Critical Thinking**
- Read: John Stuart Mill, “Ideas on Free Speech”
- March 3**
- Do: Mill Analysis Homework
 - Do: OLI Module 5 & Preparatory Quiz
 - Quiz 1 due online by March 3
 - Read: Mill, “Ideas on Free Speech,” section titled “Mill’s First Argument” (pp. 7-17; this is the first part of the reading for Monday, Sept. 28)
- March 5** **Guest Speaker, Pamela Sepulveda from Casa Youth Shelter**
- March 8** **The Silent Crisis: Education for Profit, Education for Democracy**
- Read: *Not For Profit* – Chapter 1.
 - Read: *Not For Profit* – Chapter 2.
- March 10** **Review for Quiz 1**
- March 12** **President Struppa will address all Forum students in a Zoom from 12-1pm**
- March 15** **Educating Citizens: The Moral (and Anti-Moral) Emotions**
- Read: Thomas Reese, “The Death of Trust and the Triumph of Suspicion”
 - Read: David Brooks, “This is Where I Stand”
- March 17** **Recognizing Deductive Validity**
- Do: OLI Module 6, first two sections.
 - Read: David Brooks, “This is Where I Stand”
- March 19** **NCHC Conference Presentations**
- March 29** **Socratic Pedagogy: The Importance of Argument**
- Read: *Not For Profit* – Chapter 3.
 - Read: *Not For Profit* – Chapter 4.
- March 31** **More Practice with Argument Analysis**
- Read: [C Thi Nguyen, “Escape the Echo Chamber” \(Links to an external site.\)](#)
- April 2** **Discussion about “Evicted” and Housing/Red Lining documentary**
- April 5** ***Sapere Aude* Presentation**
- April 7** **Socratic Reasoning and Analysis**
- Read: *The Apology of Socrates* [by Plato \(Links to an external site.\)](#)
- April 9** **No class meeting. Use this time to volunteer in your chosen organization**
- *Journal Due Sunday, April 11th at 11:59pm*

- Read “Tattoos on the Heart” pages, “Just Mercy” pages uploaded in Canvas, and listen to Ear Hustle podcast uploaded in Canvas and be prepared for class discussion on April 9th our guest speaker on April 16th.

April 12 Citizens of the World

- Read: *Not For Profit* – Chapter 5.

April 14 Evaluating Inductive Strength I

- Read: [Accessibility score: Low Click to improve](#) Walter Sinnott-Armstrong, “Statistical Generalizations” and “Statistical Applications”
Actions
(pp. 183-93 only)
- OLI Module 6, “Checking for Strength”

April 16 Guest Speaker Crystal Anthony from Underground Grit

April 19 Cultivating Imagination: Literature and the Arts

- Read: *Not For Profit* – Chapter 6.

April 21 Evaluating Inductive Strength II

- Read: [Accessibility score: Low Click to improve](#) Walter Sinnott-Armstrong, “Inference to the Best Explanation”
Actions
(pp. 195-208)
- Exercises: TBD

April 23 April 23 No class meeting. Use this time to volunteer in your chosen organization

- *Journal Due Sunday, April 25th at 11:59pm*

April 26 Democratic Education on the Ropes

- Read: *Not For Profit* – Chapter 7.

April 28 Evaluating Inductive Strength III – Arguments by Analogy

- Read: Sinnott-Armstrong section on Analogies (pp. 204-8)
- Read: Peter Singer, ["The Singer Solution to World Hunger" \(Links to an external site.\)](#)
- Quiz #2 due online by April 14

April 30 Discussion about “Tattoos on the Heart”, “Just Mercy”, and “Ear Hustle” podcast and guest speaker’s presentation

May 3 No Class

May 5 Informal Fallacies I: Irrelevance and Ambiguity

- Reading and assignment TBD

May 7 No class meeting. Use this time to volunteer in your chosen organization

- *Journal Due Sunday, May 9th at 11:59pm*

May 10 Concluding Conversation

May 12 Informal Fallacies II: Fallacies Involving Unwarranted Assumptions

- Reading and assignment TBD
- Review for Final Exam

May 14 **Final Discussions & Reflections**

- Incorporation of Logic Assignment due May 19 with Interdisciplinary Paper
- Consult *chapman.edu/finals* [Links to an external site.](#) for time of final exam

May 23 Interdisciplinary Paper due (please place your paper in the “Turnitin Assignment” folder for it on Canvas by 11:59 p.m. on Sunday, May 23, 2021)

Prepared by Carmichael Peters, August 2018

Last Revised: Carmichael Peters, February 2021