

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

COURSE SYLLABUS

UP (Spring 2016)

Tuesday/ Thursday 4–5:15pm, DeMille 146

Professor Lia Halloran, Department of Art
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Office Hours: Tues and Thurs 2–4pm (Moulton 222)

Professor Claudine Jaenichen, Department of Art
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Office Hours: By Appt Only Mon 8am–3pm and Wed 8am–noon (Moulton 220)

Dr. Anna Leahy, Department of English
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Office Hours: Wed at noon–2pm and by Appt (Smith 101C)

Credits: 3 **Prerequisites:** Formal acceptance in the University Honors Program

Course Description:

This course explores the concept of *up* and the fascination and exhilaration of all things unbounded by Earth. We will look at the why and the how of things that extend into and move in air, including images, ideas, and objects that point us upward, whether conceptually, physically, or spiritually. Topics may include the linguistic and metaphorical possibilities of *up*; the history, physics, and future of human-powered flight on Earth and into space; concepts of transcendence; and more. While this is an interdisciplinary course drawing from history, literature, science, and theology, students will look at how these concepts have evolved and have been influenced and visualized creatively in art, design, and writing.

The course uses lectures as entry points for a cultural, historical, artistic, and scientific introduction. Guest speakers from various disciplines (on campus and beyond) complement these lectures. Students use exercises and experiences throughout the course, and their work culminates with a design, art, or creative writing project.

UP encourages the kind of analytical and creative thinking that Chapman University fosters through personalized education and an interdisciplinary pedagogical perspective that asks students to think from multiple vantage points.

Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

- Demonstrate a working knowledge of the historical and contextual rise to the design, imagination, future, physics, and culture of flying.
- Analyze the readings, art, design, and literature using the vocabulary developed during the semester.

- Complete a creative project that reflects the information presented with a creative interpretation and expansion of the subject matter.

Academic Integrity Policy:

Chapman University is a community of scholars and artists, 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 all work on their own projects), and academic dishonesty of any kind will not be tolerated anywhere in the university. No designs done prior to the semester or in concurrent courses may be submitted.

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. Upon recommendation of the Center for Academic Success, adaptations of teaching methods, class materials, including text and reading materials or testing may be made as needed to provide for equitable participation.

Diversity and Inclusion Policy:

Chapman University is deeply committed to enriching diversity and inclusion through on-going efforts to cultivate a welcoming campus climate for all members of the Chapman community. We strive to provide an inclusive academic curriculum, promote equity and access in recruitment and retention, and develop meaningful outreach programs and partnerships with our diverse local communities. We value diversity and inclusion in the learning environment and believe it is vital to the fulfillment of the university mission. It is our conviction that an inclusive learning environment facilitates complex, critical and creative thinking and that differences in identities, values, beliefs and perspectives are fundamental to a comprehensive education.

At Chapman the term diversity implies a respect for all and an understanding of individual differences including race, color, religion, sex, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information and any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect.

Attendance:

Attendance is crucial and requires your presence and participation. If you miss a class, **you are responsible for getting all notes and relevant information.** In-class work, including pop quizzes, can't be made up. If you know ahead of time that you will be absent, talk with the instructors about the possibility of working ahead.

You are permitted two absences without affecting your grade. More than two missed classes will lower your final grade by one-third a letter grade (so, from A to A-, B+ to B), and missing six classes results in a failing grade. Three late arrivals and/or early departures are equivalent to one absence. Missing more than 45 minutes of class is equivalent to an absence.

Methods of Evaluation:

Students will be evaluated on the quality of written assignments, quizzes, in-class presentations, mid-term and final projects, and discussions and interactions with peers. The percentages are equivalent to a 100-point scoring system.

20% Blog Posts (5 posts listed in bold on the schedule); each post must contain:

- 150–200 words focused on something researched
- 150–200 words of reflection that connects to course content
- 3 images and/or videos

20% Pop Quizzes on reading/viewing (top 4 scores on 5 pop quizzes)

20% Mid-Term Project (photo essay; guidelines distributed separately)

40% Final Project (researched and/or creative inquiry of UP based in your major discipline; project that you can do because of your expertise and interest that others can't; guidelines distributed separately; Note: Participation in Student Research Day is optional, but, if you present a poster, it can be part of your final project.)

Required Textbooks:

Into the Blue, edited by Corn
The Upcycle by McDonough and Braungart

Suggested Self-Directed Field Trips:

California Science Center / <http://californiasciencecenter.org>
LAX / <http://www.lawa.org/welcomeLAX.aspx>
Lyon Air Museum / <http://www.lyonairmuseum.org>
March Field / <http://www.marchfield.org>
Mt. Wilson Observatory / <http://www.mtwilson.edu>
Palomar Observatory / <http://www.astro.caltech.edu/palomar/homepage.html>
Planes of Fame Museum / Air Show April 29–May 1 / <http://planesoffame.org>
San Diego Air & Space Museum / <http://sandiegoairandspace.org>

Suggested Films for Individual Viewing:

<i>A Trip to the Moon:</i> https://www.youtube.com/watch?v=7JDaOOw0MEE	<i>The Man Who Fell to Earth</i>
<i>2001: A Space Odyssey</i>	<i>Memphis Belle</i>
<i>Air Force One</i>	<i>Moon</i>
<i>Airplane</i>	<i>The Right Stuff</i>
<i>Airport</i>	<i>Serenity</i>
<i>Apollo 13</i>	<i>Solaris</i> (1972 & 2002)
<i>The Aviator</i>	<i>The Spirit of St. Louis</i>
<i>Barbarella</i>	<i>Top Gun</i>
<i>Contact</i>	<i>The Tuskegee Airmen</i>
<i>Dr. Strangelove</i>	

Galaxy Quest
Gravity
The Hindenburg
Interstellar

Twilight Zone: The Movie
UP
WALL-E

WORKING SCHEDULE

Tuesday, February 2

In class: Introduction to each other. In-class writing and discussion: What are your first memories of UP? What interests you about UP now as an adult? Introduction to the class blog. Watch *NASA – The Frontier Is Everywhere*:

http://www.youtube.com/watch?v=oY59wZdCDo0&feature=player_embedded#.

Homework for Thursday: Upload to blog a visual response (image, video, or drawing, found or created) to what is exciting about UP as an idea and/or experience.

Thursday, February 4 – Nature

In class: Introduction to the course and syllabus. Listen to *This American Life* episode on Ben Loory's *The Duck*: <http://www.thisamericanlife.org/radio-archives/episode/486/valentines-day?act=3>. Watch excerpt from *Winged Migration*. Discussion of looking up and seeing (animals) from above.

Homework for Tuesday: Read Lakoff & Johnson about metaphorical language (pdf).

Tuesday, February 9 – Metaphor

In class: Discussion of reading and metaphor. How do we use the word *up*?

Homework for Thursday: Read excerpts from *Ways of Seeing* (pdf).

Thursday, February 11 – Semiotics

In class: Lecture on semiotics. Watch *Powers of Ten* video: <https://www.youtube.com/watch?v=0fKBhvDjuy0>.

Homework for Tuesday: Read Root's "from *Gleanings in Bee Culture*" (*Into the Blue* 9–17). Blog post due.

Tuesday, February 16 – BLOG POST DUE

Blog Post by noon: Write about the way one discipline (science, literature, art, fiction, film, etc.) is fascinated with being UP; connect the post with reading and/or discussion thus far.

In class: Discuss blog posts and readings. How do different domains or fields use *up*? Where do we find *up* using sign, symbol, index, etc.?

Homework for Thursday: Watch *Everest* (on 3-hour reserve; also available on Netflix, etc.).

HEADS UP: by February 24 in addition to class, you must attempt to scale the university's climbing wall OR propose an alternative for yourself that uses height to

explore your physical limits (without, of course, risking harm to yourself or others). For more info & hours for the Climbing Wall:

<http://www.chapman.edu/students/services/housing-and-residence/on-campus/residential-programs/rock-wall.aspx>.

Thursday, February 18

In class: MEET IN THE GUGGENHEIM GALLERY. Tour of UP-ish art show.

Homework for Tuesday: Read about Afghan women climbers:

<http://www.npr.org/2015/12/19/458966111/for-young-afghan-women-scaling-mountain-peaks-brings-highs-and-lows>. Read Mountain Climbing handout (pdf).

Tuesday, February 23 – Climbing

In class: Guest lecture with Chancellor Daniele Struppa about mountain climbing.

Homework for Thursday: Read *The Upcycle* Chapter 1 (25–49). Blog post due. You should complete your wall climb before writing your blog post.

Thursday, February 25 – BLOG POST DUE

Blog Post by noon: Write about your climbing/height–challenge experience; connect the post with reading and/or discussion thus far.

In class: Discuss blog posts and climbing.

Homework for Tuesday: Read *The Upcycle* Chapter 3 (87–119) and Chapter 6 (183–217). Gather your cereal box and scissors so you're ready for class.

Monday, February 29 – Science on Tap featuring poetry & space (Provisions)

Tuesday, March 1 – Sustainability

In class: Bring a full-size empty cereal box and scissors. Discuss reading. Introduce Midterm Project.

Homework for Thursday: Watch three videos:

<https://www.youtube.com/watch?v=ROBkTpT8334> /

<https://www.youtube.com/watch?v=rUL38xXd7js> /

<https://www.youtube.com/watch?v=0hmOwBtfjv0>

Thursday, March 3 – Astronomy, Telescopes, Discovery, and Representation

In class: Discussion of Galileo, early telescopes to Hubble (and their discoveries), heliocentric vs. geocentric universe, and representation of the night sky in ancient cultures.

Homework for Tuesday: Read Tom Wolfe's "from *The Right Stuff*" and Michael Collins's "from *Carrying the Fire.*" (*Into the Blue*).

Tuesday, March 8 – Space Flight (Moon)

In class: Show documentary "The Lunar Rover" (*Moon Machines*). Discuss readings and documentary.

Homework for Thursday: Read Norman Mailer's "from *Of a Fire on the Moon*" (*Into the Blue*) and Margaret Lazarus Dean's oral history of the *Challenger* accident: <http://www.popularmechanics.com/space/a18616/an-oral-history-of-the-space-shuttle-challenger-disaster/>.

Thursday, March 10 – Space Flight

In class: Guest lecture Douglas Dechow. History of NASA, the Shuttle program, *Challenger* and *Columbia*, and the future of NASA manned missions.

Homework for Tuesday: Work on your Mid-Term Project; if you have questions or concerns, now would be a good time to meet with an instructor.

Tuesday, March 15 – Space Flight in the (Literary) imagination

In class: Listen: Italo Calvino's *The Distance of the Moon* read by Liev Schreiber: <http://www.radiolab.org/story/282571-distance-of-moon>. Listen to original recordings of Moon landing. Discussion and catch-up.

Homework for Thursday: Watch Janna Levin, TEDTalk "The Sound the Universe Makes": https://www.ted.com/talks/janna_levin_the_sound_the_universe_makes?language=en. Blog post due.

Thursday, March 17 – BLOG POST DUE

Blog Post by noon: Research and write about a space destination and create specifications for a space mission with problem-solving for life on another planet or moon and a design for sustainability. Use www.jpl.nasa.gov as resource, Download app: Eyes on the Solar System. How do you make an argument for the best place to find life in our Solar System or beyond? Where would this be? How would the creatures look and live in the past and/or now?

In class: Discuss blog posts. Introduce Final Project assignment.

Homework for Tuesday after break: Read Jones's "Home" (*Into the Blue* 639–656) and *Upcycle* Chapter 2 (53–83).

SPRING BREAK

Tuesday, March 29 – Space Flight

In class: Listen: Michael Massimo, A View of Earth <http://themoth.org/posts/storytellers/michael-j-massimino>. Intro to ISS and how to see it.

Homework for Thursday: Finish Mid-Term Project.

Thursday, March 31

For class: **MIDTERM PROJECT DUE.**

In class: Brief presentation of Midterm Projects.

Homework for Tuesday: Watch Pico Iyer TedTalks: https://www.ted.com/talks/pico_ayer_where_is_home AND https://www.ted.com/talks/pico_ayer_the_art_of_stillness.

Tuesday, April 5

In class: Catch up. Introduce Final Project assignment.

Homework for Thursday: Read Pema Chödrön: <http://www.lionsroar.com/the-fine-art-of-failing/> AND TBA.

Thursday, April 7 – Meditation

In class: MEET IN FISH INTERFAITH CENTER. Guest lecture with Dean Gail Stearns about religion, spirituality, architecture, and meditation, with practice.

Homework for Tuesday: Work on Final Project. Blog post due. Abstract for Student Research Day is optional.

Tuesday, April 12 – BLOG POST DUE

Optional: Deadline to submit abstract Abstract to Student Research Day (submit to OURCA).

Blog Post by noon: Describe ideas and plans for your final project.

In class: Catch-up day. Discuss and brainstorm final project ideas.

Homework for Thursday: Watch Janna Levin, TEDTalk “The Sound the Universe Makes”:

https://www.ted.com/talks/janna_levin_the_sound_the_universe_makes?language=en.

Reading by Kip Thorne (pdf).

Thursday, April 14 – Janna Levin

In class: Guest lecture with Janna Levin. Black Holes: real and representations in science fiction and film. Watch clips from *Interstellar*, *Contact*, etc.

Homework for Tuesday: Read O. and W. Wright’s “The Wright Brothers’ Aëroplane” and Charles Lindbergh’s “from *The Spirit of St. Louis*” (*Into the Blue*).

Tuesday, April 19 – Early Human Flight & Pop-Culture Representations of Flight

In class: Discussion of representations of flight from Wright brothers to *Top Gun*.

Homework for Thursday: Read Tarbell’s “Flying—A Dream Come True!” and Amelia Earhart’s “Across” (*Into the Blue* 41–46).

Thursday, April 21 – Physics of Airplane Flight & Early Human Flight

Optional: OURCA Poster Workshop at 2pm (location TBA).

In class: Bernoulli’s principal. Discuss reading. History of the 99s and significant contributions of women in the history of aviation.

Homework for Tuesday: Read Schaberg on airports (pdf).

Tuesday, April 26 – Practicalities of Airplane Flight

In class: Guest lecture with flight instructor David Werntz about flying and requirements for private pilot license.

Homework for Thursday: Read Darcy Frey's "from *Something's Got to Give*" (*Into the Blue*). Possible handout on airports (Schaberg/Iyer/de Botton). Blog post due.

[Possible field trip to airfield.]

Thursday, April 28 – BLOG POST DUE

Blog Post by noon: Prompt TBA.

In class: Discuss air traffic control, the roles of controller and pilot, etc.

Homework for Tuesday: Read Francis Vivian Drake's "Air Stewardess" (*Into the Blue*) and two articles by Meghan Daum: http://articles.chicagotribune.com/2010-08-20/opinion/ct-oped-0820-daum-20100820_1_flight-attendants-folk-hero-folk-songs AND <http://articles.latimes.com/2005/aug/06/opinion/oe-daum6>.

Tuesday, May 3 – Flight Attendants

Optional: If you submitted an abstract for Student Research Day, your poster is due today (upload to OURCA).

In class: Discuss reading.

Homework for Thursday: Work on your final project.

Thursday, May 5

In class: Small-group presentations of final project-in-progress or practice for poster session at Student Research Day.

Homework for Tuesday: Make an appointment for a meeting with at least one of the instructors for next week.

Tuesday, May 10

Instead of meeting as a class, meet in a conference with one of the instructors to discuss your final project.

Homework for Thursday: TBA.

Wednesday, May 11 – Student Research Day

Thursday, May 12

For class: TBA.

In class: Catching *up* and wrapping *up*. Course evaluations.

Tuesday, May 17 at 4:15–6:45 FINAL EXAM PERIOD

Details TBA in assignment guidelines.