**CHAPMAN UNIVERSITY**

**University Honors Program**

**One University Drive**

**Orange, CA 92866**

**(714) 997-6626**

**COURSE SYLLABUS**

**Course Number:** HON 280 **Fall 2021**

**Course Title:** Honors Forum **Classroom:** DeMille 107

**Credits:** 3

**Prerequisite**: Acceptance in the University Honors Program

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| **Instructors** | Carmichael Peters, Ph.D. | Michael Pace, Ph.D. | Ashley Cosgrove, M.P.A. |
| **Office Location** | DeMille 108 | Hashinger Science Center 212 | DeMille 106 |
| **Office Hours** | TTH 2:30-4:30 or by appt. | MW 1-2:30. Make appt. using  [www.calendly.com/pace-1](http://www.calendly.com/pace-1) | M-TH 10am-2pm, by appt. for private meetings |
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**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).”

1. Program Learning Outcomes

Upon completing this course in the University Honors Program, students will have:

1. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;
2. 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);
3. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
4. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis, through an introduction to logic.
5. Course Learning Outcomes: Upon completion of this course students will be able to:
6. 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.
7. Know approaches to interdisciplinarity and justification for its importance in undergraduate education.
8. 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.
9. Think critically, and with an open mind, about contemporary social issues.
10. 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:
3. Selections from Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 2005.
4. David Brooks, “This is Where I Stand”
5. Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind”
6. John Stuart Mill, “Ideas on Free Speech”
7. Thomas Reese, “The Death of Trust and the Triumph of Suspicion”

**Required Texts/Online Resources for Wednesday Classes**

1. Online “How We Argue” content available here: <https://course.thinkeranalytix.org/class/how-we-argue/>
2. Readings available on Canvas

**Recommended Books for Friday’s Classes:**

1. Boyle, Father Greg. (2010). *Tattoos on the Heart: The Power of Boundless Compassion.* New York: Free Press.
2. Desmond, Matthew. (2016). *Evicted: Poverty and Profit in the American City.* New York: Broadway Books.
3. Stevenson, Bryan. (2014). *Just Mercy: A Story of Justice and Redemption.* New York: Spiegel & Grau
4. Varricchio, Kurt M. (2018). *Behind the Count: My Journey from Juvenile Delinquent to Baseball Agent.* Kurt Varrichio.
5. Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books
6. 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.

Excerpts from these books will be provided on Canvas. There are also several other mandatory materials posted on Canvas, and others that are recommended that will help you contextualize some of the themes of the course.

**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.
4. 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.

1. *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.
2. *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.
3. *Logic Exercises*: Preparation for the Wednesday meetings will consist largely in doing weekly practice exercises.
4. *Class Time*: Class meetings will be, for the most part, seminar conversations.
5. *Logic Exams*: You will take two online quizzes 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 (only).
6. *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.

1. *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.

**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.

**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 inform the instructor at the beginning of the term. The University, through the Disability Services Office, 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.

**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 10% of course grade
* 2 Quizzes 10% of course grade
* Final Exam 10% of course grade
* Incorporation of Logic in Final Paper 5% of course grade

**Methods of Evaluation – Friday Section**

* Attendance 3% of course grade

(You can miss one class with no penalty. This is not valid for volunteering.)

* Participation in Class 9% of course grade
* Volunteering 9% of course grade
* Journals 9% 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**

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| --- | --- | --- | --- |
| **Week of** | **Monday** | **Wednesday** | **Friday** |
| **Aug 30** | **Introductions**   * Class members introduce themselves * Review syllabus: objectives/expectations of the course * General introduction to the course | ThinkerAnalytix 1. What Is an Argument? | **Introductions and Class and Volunteering Overview**   * *Read “The Body Keeps the Score” and “It Didn’t Start with You” pages uploaded in Canvas and be prepared for discussion on September 10th. (You can also read the article “Poverty and the Brain” but are not required to.)* |
| **Sept. 6** | **Labor Day – No Class** | ThinkerAnalytix 2. Components of Arguments  ThinkerAnalytix 3. Indicator Words  Fallacy of the Day: *Ad Hominem* | **Discussion about “The Body Keeps the Score” and “It Didn’t Start with You”, and organizations that you have chosen to volunteer with during the semester and best practices when volunteering.** |
| **Sept. 13** | **Sapere Aude presents** | ThinkerAnalytix 4. The Reason Rule  ThinkerAnalytix 5. Argument Structures  Fallacy of the Day: Straw Man | **No class meeting. Use this time to volunteer in your chosen organization**   * *Journal Due Sunday, September 19th at 11:59pm* * *Read documents and/or watch videos uploaded in Canvas and be prepared for class discussion on September 24th.* |
| **Sept. 20** | **Guest speakers from the Office of Career and Professional Development** | ThinkerAnalytix 6. Co-Premises  Discussion of Mill, “Ideas on Free Speech,” pp. 11-22.  Fallacies of the Day: Appeal to Force, Appeal to Pity, Appeal to the People | **Food Insecurities and Climate Justice** |
| **Sept. 27** | **Guest Speakers from Global Education** | Quiz 1 (Capstone 1A) due.  **Introduction to Deductive Reasoning**  Fallacies of the Day: Appeal to Ignorance; Red Herring | **No class meeting. Use this time to volunteer in your chosen organization**   * *Journal Due Sunday, October 11th at 11:59pm* * *Read “Behind the Count” pages, watch video(s) and review pdf uploaded in Canvas and be prepared for our guest speaker on October 2nd and class discussion on October 16th* |
| **Oct. 4** | **NCHC Presentations** | **Propositional Logic Translations**  Watch: Videos in Canvas Module on Propositional Logic Translation  Fallacy of the Day: Equivocation | **Discussion about “Behind the Count”, video, and foster care system** |
| **Oct. 11** | **Understanding Interdisciplinary Studies**   * Read: *Becoming Interdisciplinary* – Chapter 1: “What Are Interdisciplinary Studies? Some Initial Definitions and Historical Context” * Read: *Becoming Interdisciplinary* – Chapter 2: “Essential Terms for Interdisciplinary Studies.” * Read: *Becoming Interdisciplinary* – Chapter 3: “Describing Interdisciplinary Studies” * Link to Frosh survey: [http://www.surveymonkey.com/s/235GQTK (Links to an external site.)](http://www.surveymonkey.com/s/235GQTK) * Complete this survey by class time on February 20, 2020. * Failure to complete this survey on time will affect your semester grade. | **Propositional Logic: Recognizing Famous Deductive Forms**  Reading: “The Apology” by Plato  Fallacy of the Day: False Dilemma  Equivocation | **Guest Speaker Pamela Sepulveda from Casa Youth Shelter** |
| **Oct. 18** | **Understanding Interdisciplinary Studies and Critical Thinking**   * Read: John Stuart Mill, “Ideas on Free Speech”   Read: Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind” | **Propositional Logic: Recognizing Famous Deductive Forms**  Continue “Apology” Discussion  Fallacy of the Day: Appeal to Improper Authority | **No class meeting. Use this time to volunteer in your chosen organization**   * *Journal Due Sunday, October 25th at 11:59pm* * *Read “Tattoos on the Heart” and “Just Mercy” pages and listen to Ear Hustle podcast uploaded in Canvas and be prepared for class discussion on October 29th and our guest speaker on November 5th.* |
| **Oct. 25** | **The Silent Crisis: Education for Profit, Education for Democracy**   * Read: *Not For Profit* – Chapter 1. * Read: *Not For Profit –*Chapter 2. | **Evaluating Inductive Strength: Statistical Arguments**  Background Reading: [Walter Sinnott-Armstrong, “Statistical Generalizations"](https://canvas.chapman.edu/courses/25304/files/1239099/download?wrap=1) (pp. 183-188 only)  Exercises: Exercise II from p. 188  Fallacies of the Day: Hasty Generalization and Causal Fallacy | **Discussion about “Tattoos on the Heart”, “Just Mercy”, and “Ear Hustle” podcast and guest speaker’s presentation** |
| **Nov. 1** | **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” | **Evaluating Inductive Strength: Statistical Projections**  Background Reading: [Walter Sinnott-Armstrong, “Statistical Generalizations"](https://canvas.chapman.edu/courses/25304/files/1239099/download?wrap=1) (pp. 188-193 only)  Exercises: Exercise IV (p. 192)  Fallacy of the Day: Base Rate Fallacy  Cognitive Bias: Confirmation Bias | **Guest Speaker Crystal Anthony from Underground Grit** |
| **Nov. 8** | **Socratic Pedagogy: The Importance of Argument**   * Read: *Not For Profit* – Chapter 3. * Read: *Not For Profit –*Chapter 4. | **Evaluating Inductive Strength: Inference to the Best Explanation**  Background Reading: [Walter Sinnott-Armstrong, “Inference to the Best Explanation”](https://canvas.chapman.edu/courses/25304/files/1239099/download?wrap=1)  (pp. 195-208)  **Cognitive Biases**  Watch: [“Decoupling: A Technique for Reducing Bias”](https://www.youtube.com/watch?v=GNBIsChKWpc&t=137s)  Exercises: Exercise I and II on p. 9 of the text. | **No class meeting. Use this time to volunteer in your chosen organization**   * *Journal Due Sunday, October 11th at 11:59pm* * *Read “Evicted” pages and watch Housing videos uploaded in Canvas and be prepared for class discussion on November 20th.* |
| **Nov. 15** | **Citizens of the World**   * Read: *Not For Profit –*Chapter 5. | **Evaluating Inductive Strength: Arguments by Analogy**  Read: Sinnott-Armstrong section on Analogies (pp. 204-8)  Watch: Peter Singer, [“Famine, Affluence, and Morality”](https://www.youtube.com/watch?v=zbgFbZmldeY)  Fallacy of the Day: Weak Analogy | **Discussion about “Evicted” and Housing/Red Lining documentary** |
| **Nov. 22** | **\*\*\* Thanksgiving Break \*\*\*** | | |
| **Nov. 29** | **Cultivating Imagination: Literature and the Arts**  Read: *Not For Profit –*Chapter 6. | **Cognitive Biases**  Watch: [“Unbiasing Your Biases”](https://www.youtube.com/watch?v=cNWmnZJnNnE) | **No class meeting. Use this time to volunteer in your chosen organization**  *Journal Due Sunday, December 6th at 11:59pm* |
| **Dec. 6** | **Democratic Education on the Ropes**  Read: *Not For Profit* – Chapter 7. | **Review for Final**  Consult chapman.edu/finals for date/time of final exam | **Final Discussions & Reflections** |

**Dec. 19**        Interdisciplinary Paper due (please place your paper in the “Turnitin Assignment” folder for it on Canvas by 11:59 p.m. on Sunday, Dec. 19)

Prepared by Carmichael Peters, August 2018

Last Revised: Michael Pace, August 2021