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Cultural Enrichment: Finding Where You Fit, Exploring Individuality and Community

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Cultural Enrichment: Finding Where You Fit, Exploring Individuality and Community

Hon 280, for First-Year Students, 1 Credit Hour

Leslie Hahn and Jim Rogers
(Graduate Students)
Miami University, Oxford OH
Honors & Scholars Program
Carolyn Haynes, Director

General Description:

This one-credit-hour living, learning community course is designed for first-year students who live in the Honors & Scholars residence hall (Tappan Hall). This course will help you prepare to make the most of your college experience and create a sense of community with your peers. Within the context of community and individuality, we will explore the three tenets of the Miami Honors & Scholars Program: Scholarship, Leadership, and Service.

Toward this end, this course will encourage you to:

- Reflect on your own values and contributions to the Miami community;
- Communicate effectively orally and in writing;
- Actively engage in classroom discussions;
- Collaborate with other learners productively and purposefully;
- Demonstrate an understanding of the relationship between the individual and community;
- Reflect self-consciously on your own values and educational goals

Texts:

There are no required texts for this course. All readings will be provided in advance by the instructors. Please see the weekly schedule for specific reading assignments and due dates.

Weekly Schedule:
Scholarship

August 24	*Course Introduction*
	Discuss syllabus and course expectations; get to know one another
	Introduce the course vision
August 31	*Individuality*
	Answer any course-related questions
	Begin discussing what it means to be an individual
	Assignments due today:
	Read and be ready to discuss the following three articles:
	Albom, M. (1997). *Tuesdays with Morrie*. New York: Doubleday. Read Chapter 1: The curriculum.
	Bell, I. & McGrane, B. (1999). *This book is not required.* London: Pine Forge Press. Read Chapter 1: Grades: Can you perform without the pressure.
	Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation.* San Francisco: Jossey-Bass. Read Chapter 1: Listening to Life.
September 7	*Attend Miami University Volunteer Fair*
	Assignments due today:
	Individuality Definition & Description essay due.
	Begin working on class-initiated program proposal
September 14	*Individuality continued*
	Discuss insights from Individuality essays
	Complete values assessment/inventory and discuss results
September 21	*Group time for class-initiated programs*
	You will have class time to work on your class-initiated programs and to ask questions of the instructors.
September 28	*Community*
	Be prepared to discuss what constitutes a community and previous communities of which you have been a member. In addition, think of ways that you learned about the Miami community before coming to campus as a first year student.
	Assignments due today:
	Read and be ready to discuss the following three articles:
	Magolda, P.M. (2000). What our rituals tell us about community on campus. *About Campus*, p. 2–8.

Kupec, D. (2005, September 13). Examining a relationship. *Miami Student,* p. 4.

Komives, S.R., Lucas, N., McMahon, T.R. (1998). *Exploring leadership*. San Francisco: Jossey-Bass. Chapter 8: Building coalitions and communities.

Class-initiated program proposal due.

October 5 *The Oxford Community*

The Mayor of Oxford will facilitate a discussion regarding the relationship between the Miami & Oxford communities.

Assignments due today:

Revised class-initiated program proposals due.

October 12 *The Miami Community*

We will discuss what it means to be a member of the Miami community; on campus, in Oxford, and beyond. Be ready for some Miami trivia to see how well you know your own community.

***Leadership and Service**:*

October 19 *Service learning, community service, and volunteerism*

We will discuss the differences between these three definitions and the ways in which we can give back to our communities.

Assignments due today:

Read and be ready to discuss the following three articles:

Foster, R (1999). *How we choose to be happy*. New York: G.P. Putnam's Sons. Read Chapter 9: Giving.

Jones, E., Haenfler, R., Johnson, B., Klocke, B. (2001). *The better world handbook: From good intention to everyday action*. British Columbia: New Society Publishers. Read Chapter 1: Building a better world.

Rhoads, R. (1997) *Community service and higher learning: Explorations of the caring self*. Albany, NY: State University of New York Press. Read Chapter 5: Mutuality.

October 23–

November 18 *Class-initiated Programs scheduled during these weeks*

October 26 *Privilege*

We will examine how privilege impacts our lives and our communities. Think about and be prepared to discuss how you are both privileged and oppressed.

Assignments due today:

Read and be ready to discuss the following two articles:

McIntosh, P. (2004). White Privilege: Unpacking the invisible knapsack. In M. Anderson & P.H. Collins (Eds.). *Race, class, and gender: An Anthology* (5th ed.). Belmonth, CA: Wadsworth. p. 103–107.

Black, L. L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development.* p. 243–255.

October 29 *Service learning project at Shared Harvest Foodbank; pre-reflection essay due*

November 2 *Tappan residence hall community*

The Tappan Hall Advisor will facilitate a discussion about the Tappan Hall community and Ernest Boyer's six principles of community.

November 9 *No class meeting*

Assignments due today:

First draft of Four-Year Learning Goals Plan and Letter to Self due.

November 6 *Trip to Miami University Art Museum*

We will examine and discuss the exhibit "Civil Rights: Looking Back, Moving Forward" and will view a video that examines our region and Miami University's role in the1964 Freedom Summer.

November 30 *Leadership*

We will examine a history of leadership approaches and discuss how values influence leadership styles. In addition, we will consider new paradigms of leadership.

Assignments due today:

Read and be ready to discuss the following article:

Burchard, B. (2003). *The student leadership guide.* Bozeman, MT: The University of Montana. Read Introduction: Principles of Leadership.

Final day to turn in service learning hours and post-reflection paper

December 7 *Final class meeting*

We will connect the Honors & Scholars tenets of scholarship, leadership, and service to the core themes of the course, individuality and community. Be prepared to draw connections across the various topics.

Grading:

HON 280 is a credit/no credit course. **To earn credit for the course, students must complete all assignments and earn a minimum of 100 points out of a possible 120 points.** You will earn points by completing the following assignments and activities:

Individuality Definition and Description Essay: First, develop your own definition of individuality. Clearly discuss each component of the definition and why you chose to define it in this particular way. Second, write about how you as an individual will strengthen the communities to which you belong (in particular, Miami University and Tappan Hall), and what challenges you foresee as an individual member of each community. Third, consider influences that have affected who you are as an individual. **This assignment is worth 20 points.**

Class-Initiated Program: The class will be divided into groups of four. Each group will be responsible for developing and executing one program that relates to the course themes (individuality or community) and has an educational component related to scholarship, leadership, and/or service. In addition to your own program, you must attend at least one other program and write a reflection essay addressing what you learned from attending the program. **This assignment is worth 30 points.**

Evaluation paper of Public Lecture or Cultural Event: You will attend one of the "Let's Talk Dialogues" organized by the Office of Diversity Affairs. You will submit a 3-page evaluation of the event. Be sure to include a thesis, incorporate class themes, provide insightful analysis, and discuss how the discussion influenced your view of the topic. **This assignment is worth 15 points.**

Service Learning Project and Reflections: You will complete a pre-reflection essay that addresses assumptions and expectations for the service project. Upon completing the project, you will write a post-reflection about your thoughts on the concept of mutuality, what you learned from the experience, and how your concept of community has changed as a result of the service project. **This assignment is worth 25 points.**

Four-Year Learning Goals Plan: You will think and write about your four years at Miami. For this assignment, you will be given a chart to help guide you in considering various categories of learning (intellectual, social, and personal). After completing the chart, you will map out your goals and expectations for your time at Miami in a 10-page paper. You should aim to relate your personal values to your goals. **This assignment is worth 30 points.**

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