



**DOANE**  
UNIVERSITY

**SYLLABUS**

<b>Course Title</b>	Impact Seminar: Philosophy as a Mechanism for Problem Solving
<b>Course Number</b>	LAR 303
<b>Number of Credits</b>	3 semester credits
<b>Course Dates</b>	10/12/20 - 12/12/20
<b>Instructor</b>	Dr. Lucas Kellison
<b>Email Address</b>	lucas.kellison@doane.edu
<b>Office Hours/Availability</b>	MWF 4-6p. Please contact me any time for emergencies via email and/or text.
<b>Phone Number</b>	4024305493. Texts only.
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	None, though we will use a variety of texts, primary through the lenses of Plato and Joseph Campbell.
<b>Additional Course Materials</b>	<p>Many of the following areas will be covered:</p> <p>Philosophical and Religious Literature: Mary Shelley, Thoreau, Emerson, Ellison, Dostoevsky, Plato, Nietzsche, Hegel, Rousseau, and various philosophies of religion.</p> <p>Political Ideas, Systems, and Issues: Republicanism, Democracy, Libertarianism, Communism, Fascism, Constitution, Free Speech, Health Care, Gender Issues, War (personal/world), Individualism, Collectivism</p>

	Empathetic Perspective: Viewing history and the present through the lens of both the oppressors and oppressed.
<b>Course Description</b>	This course will develop students' teamwork and leadership skills to prepare for citizenship or work as they connect theory, practice and experience. Students, drawn from multiple fields of specialized study, will collaboratively analyze a complex real-world problem, develop an empathetic understanding of multiple perspectives needed to comprehend the issue, and propose possible solutions. Students will be engaged through experiential pedagogies selected as appropriate by the LAR 303 instructors. Students will publicly present work.
<b>Liberal Arts Studies</b>	The Liberal Arts Seminars progressively address the essential learning outcomes. In addition to addressing the appropriate essential learning outcomes and the habits of an intellectual life, each Liberal Arts Seminar will have learning outcomes unique to the course section.
<b>Course Learning Outcomes/Objectives</b>	<ul style="list-style-type: none"> <li>○ construct a reasoned understanding of a problem with evidence of relevant contextual factors, including ethical, logical, and cultural dimensions of the problem.</li> <li>○ articulate multiple approaches for solving the problem and propose one or more solutions/hypotheses that indicate a deep comprehension of the problem.</li> <li>○ engage all participants to foster a constructive team climate.</li> <li>○ reflect on their progress on the essential learning outcomes, drawing on their specialized studies (majors/minors), foundational areas of knowledge, liberal arts seminars, and experiential activities in order to express their distinctive voices, define their own ethical values, and understand and prepare for their multiple roles in a just society.</li> </ul>
<b>Course Prerequisites</b>	LAR 101 and 202
<b>Instructional Details</b>	We'll use a variety of methods to meet our course learning outcomes in an 8-9 week span, including discussion, academic writing, literature, film, and active learning in the community.

<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>
--------------------------------	---

## SUMMATIVE STUDENT PROJECTS

Platonic Film Paper: An evidence-based comparison of Plato's "Allegory of the Cave" to a selection of modern cinema. Sources must include both direct quotes from the film and direct quotes from Plato's Allegory. APA.

Dragon Paper: Write a two page paper dealing with your subconscious.

Art Walk and Reflection (Presentation): Emotional Analytical Analysis + Emotional Impact.

Alternate Transcript Assignment: Use this assignment to reflect on your time at Doane and articulate a variety of lessons learned both in out of the classroom.

Empathy Project and Reflection: With or within a group, examine a local societal problem and, together, contribute to the eradication of the problem. After this experience, reflect on the project in class.

## OTHER ASSIGNMENTS:

Big 5

Discussion Board (possibly)

## Weekly Schedule

<b>Week or Module</b>	<b>Topic</b>
Week 1	<p>Week 1 Lecture/Activity Content: The Cave</p> <p>Basic expectations</p> <p>Attendance</p> <p>Punctuality</p>

	<p>Canvas</p> <p>Class Introductions</p> <p>Liberal Arts</p> <p>Big Five Indicator</p> <p>Assignment: Give the Big 5 to a close relative, friend, or co-worker and write a reflection based on the results. What did you learn or confirm about your relationship with this person based on your natural proclivities?</p> <p>----</p> <p>Santa Part 1</p> <p>Allegory of the Cave reading.</p> <p>Allegory of the Cave demonstration.</p> <p>Santa Part 2</p> <p>Assignment: Allegory of the Cave in Modern Cinema. → <a href="https://web.stanford.edu/class/ihum40/cave.pdf">https://web.stanford.edu/class/ihum40/cave.pdf</a></p> <p>Directions: Pick one of the following movies: The Village, The Matrix, Inception, The Truman Show or Interstellar. Watch the movie and write a paper comparing your movie of choice Plato's "Allegory of the Cave." The essay question is: <i>How does your selected movie compare with Plato's "Allegory of the Cave."</i></p> <p>PAPER REQUIREMENTS:</p> <p>APA FORMAT</p> <p>5 PARAGRAPHS--INTRODUCTION (OPENER AND THESIS STATEMENT), BODY (3 PARAGRAPHS ABOUT THESIS REASONS WITH EVIDENCE FOR EACH), AND CONCLUSION (RESTATEMENT OF THESIS AND THEMATIC CLOSING).</p> <p>INCLUDE AT LEAST 3 DIRECT QUOTES FROM BOTH PLATO'S ALLEGORY AND YOUR MOVIE OF CHOICE.</p> <p>Academic Writing</p>
Week 2	Review of Week 1

	<p>Discussion of Big 5 Results</p> <p>Discussion of Allegory of the Cave in Modern Cinema</p> <p>How do we grow?</p> <p>New Topics in Week 2</p> <p>Part 1: Joseph Campbell and the Monomyth/Hero's Journey</p> <p>“The archetypes to be discovered and assimilated are precisely those that have inspired, throughout the annals of human culture, the basic images of ritual, mythology, and vision... The hero... has died as a modern man – he has been reborn. His second solemn task and deed therefore... is to return then to us, transfigured, and teach the lessons he has learned of life renewed.” - Joseph Campbell</p> <p>The Hero With A Thousand Faces (1949)</p> <p>Modern Parallels: Moana (2016)</p> <p>Archetypes:</p> <p>Hero -- Moana</p> <p>Shadow/Dragon/Evil Queen -- Ta Ka</p> <p>Herald -- Ocean</p> <p>Mentor/Feminine Wisdom -- Grandma Tala</p> <p>Ally/Trickster -- Maui</p> <p>Threshold Guardian -- Storms</p> <p>In Need of Rescuing -- The islands/mother nature/Tafiti</p> <p>Belly of the Whale/Masculine Wisdom/Overbearing Feminine (no mother) -- Chief Tui</p> <p>from the Ordinary World</p> <p><a href="https://www.youtube.com/watch?v=cPAbx5kgCJo">https://www.youtube.com/watch?v=cPAbx5kgCJo</a></p> <p>Moana, since a child, has sensed she is destined to leave the "cave," and has begun safely fantasizing.</p> <p>2. Refusal of the Call</p>
--	--

	<p>Moana's grandmother, Grandma Tala, has served as both the call and the feminine archetype of the spiritual mentor.</p> <p><a href="https://www.youtube.com/watch?v=iKd4RuIEuFU">https://www.youtube.com/watch?v=iKd4RuIEuFU</a></p> <p>3. Crossing the Threshold</p> <p>The wisdom of the past: <a href="https://www.youtube.com/watch?v=ubZrAmRxy_M">https://www.youtube.com/watch?v=ubZrAmRxy_M</a></p> <p>Out of the cave and beyond the reef: <a href="https://www.youtube.com/watch?v=WyAV33c3JEc">https://www.youtube.com/watch?v=WyAV33c3JEc</a></p> <p>----</p> <p>Part 2: The Power of the Subconscious.</p> <p>Surrealism</p> <p>The Dragon archetype</p> <p>Assignment #3: What is your dragon? Reflect with a 1-2 page journal.</p> <p>Assignment #4 (if applicable): Revise your papers.</p>
Week 3	<p>Discussion of Week 2</p> <p>Dragons reviewed</p> <p>New Topics in Week 3</p> <p>Tests, Allies, and Enemies</p> <p>Ally (Maui): <a href="https://www.youtube.com/watch?v=79DijItQXMM">https://www.youtube.com/watch?v=79DijItQXMM</a></p> <p>Enemy (Kakamoras): <a href="https://www.youtube.com/watch?v=AjilwsLLXCk">https://www.youtube.com/watch?v=AjilwsLLXCk</a> &lt;-- similar to Jason's Cyanean Rocks: <a href="https://www.youtube.com/watch?v=AjilwsLLXCk">https://www.youtube.com/watch?v=AjilwsLLXCk</a></p> <p>Enemy Dragon (Te Ka): <a href="https://www.youtube.com/watch?v=U6xs48XS6Xs">https://www.youtube.com/watch?v=U6xs48XS6Xs</a></p> <p>Hegel and the Dialectic: Rescuing wisdom from the past.</p> <p>The Descent to the Belly of the Beast</p> <p>The "reflection" of the wisdom within in the innermost cave:</p> <p>Lion King: <a href="https://www.youtube.com/watch?v=iqQ2mQV5b0w">https://www.youtube.com/watch?v=iqQ2mQV5b0w</a></p> <p>Frodo: <a href="https://www.youtube.com/watch?v=WeQDTj1UllA">https://www.youtube.com/watch?v=WeQDTj1UllA</a></p>

Harry Potter: <https://www.youtube.com/watch?v=Ck4Bk6SKO7o>

Rey: <https://www.youtube.com/watch?v=hY8FEpLdfYI>

Moana: <https://www.youtube.com/watch?v=bjVntnMmT5M>

...and the "whale" Tomatoa <https://www.youtube.com/watch?v=93lrosBEW-Q>

----

The Biology and Idiocy of Political Polarization (with help from family guy)

<https://www.youtube.com/watch?v=Rm3d43HLyTI>

<https://www.youtube.com/watch?v=d-BfjHbHj60>

Why We Need One Another For a More Refined Truth

Epic Battle: Nature vs. Nurture.. or a false dichotomy? (Gene Expression)

Rousseau

Epigenetics

The Importance of Language and Articulation

Orwell and the Newspeak Dictionary: "It's a beautiful thing, the Destruction of words. Of course the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word, which is simply the opposite of some other word? A word contains its opposite in itself. Take 'good,' for instance. If you have a word like 'good,' what need is there for a word like 'bad'? 'Ungood' will do just as well – better, because it's an exact opposite, which the other is not. Or again, if you want a stronger version of 'good,' what sense is there in having a whole string of vague useless words like 'excellent' and 'splendid' and all the rest of them? 'Plusgood' covers the meaning or 'doubleplusgood' if you want something stronger still. Of course we use those forms already, but in the final version of Newspeak there'll be nothing else. In the end the whole notion of goodness and badness will be covered by only six words – in reality, only one word. Don't you see the beauty of that, Winston? It was B.B.'s idea originally, of course," he added as an afterthought. (1.5.23, Syme)

Us and the textspeak method.

Assignment: Complete revisions of your Allegory Paper and catch up on any missing work.

Week 4	<p>Emergent Art Walk!</p> <p>Assignment: Jot down the most personally notable sculpture you encountered at UNL and be prepared to discuss in class.</p> <p>Things to research (you will need this for a future assignment in addition to our class discussion):</p> <ol style="list-style-type: none"> <li>1. Artist bio: Look up the background of the artist. How does understanding the biographical background of the artist help you understand the context of the art you viewed?</li> <li>2. Type of art.</li> <li>3. Your perceived message of the art.</li> <li>4. Why/how does this art speak to you? Can you relate it to any relevant current events in your life?</li> </ol> <p>MAKEUP ASSIGNMENT: Spent 1 hour at UNL's outdoor sculpture exhibit near Sheldon Art Museum at 12th and R and jot down notes (above) for class discussion on the following Thursday.</p>
Week 5	<p>Resurrection/Ordeal:</p> <p>3. The revitalization or revival of something.</p> <p>Moana: <a href="https://www.youtube.com/watch?v=sHToFOt6OKc">https://www.youtube.com/watch?v=sHToFOt6OKc</a></p> <p>Atonement:</p> <ol style="list-style-type: none"> <li>1. Satisfaction, reparation, or expiation given for an injury or wrong. <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=7TeZY6Nvn9U">https://www.youtube.com/watch?v=7TeZY6Nvn9U</a></li> <li>• Many deaths lead to resurrection</li> </ul> </li> <li>2. The state in which the attributes of God are exemplified in man. <ul style="list-style-type: none"> <li>• The problem of pain</li> <li>• The nature of God and free will</li> </ul> <p>-----</p> </li> <li>3. A warning from a brilliant atheist:</li> </ol>



	<p>Friedrich Nietzsche's <i>The Parable of the Madman</i> (1982)--&gt;  <a href="http://www.historyguide.org/europe/madman.html">http://www.historyguide.org/europe/madman.html</a></p> <p>Assignment: 1/2 of your final--Alternative Transcript (attached here digitally--same as handout) Draft 1 due next week!</p> <p>4. Class-led discussion and consensus decision on "The Return" group community project--part 2/2 of your final.</p>
Week 6	<p>The Return</p> <p>Revivifying the Community:</p> <p>When is it responsible to love romantically? Are we above the caste?</p> <p>What is love's purpose?</p> <p>Leading the Young: Black Mirror -- Archangel... the moral?</p> <p>Beyond procreation</p>
Week 7	<p>Revivifying the Community</p> <p>To be determined by the Class</p> <p>First Draft of Alternative Transcript Due</p>
Week 8	<p>Week 8 Content</p> <p>IDEA ... <a href="https://doane.campuslabs.com/courseeval/">https://doane.campuslabs.com/courseeval/</a></p> <p>Pizza and I Heart Huckabees/Commentary</p>

### Grading Assessments

Type of Assessment	Points	Total possible points
--------------------	--------	-----------------------

BIG 5	40	40
Allegory of the Cave in Modern Cinema	200	200
Dragon Reflection	50	50
Art Walk	100	100
Alternative Transcript	350	350
Group Volunteer Assignment	200	200
Total Points		940

### Grade Scale

A+ = 97-100%   A = 94-96%   A- = 90-93%   B+ = 87-89%   B = 84-86%   B- = 80-83%  
 C+ = 77-79%   C = 74-76%   C- = 70-73%   D+ = 67-69%   D = 64-66%   D- = 60-63%  
 F= 59% or below

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses. Participation in class discussions is an integral part of your grade.
<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	I judge this on a case by case basis and primarily ask that students let me know in advance what is going on / what prevented them from submitting

	the assignments on time.
<b>Submitting Assignments</b>	All assignments will be submitted on Canvas unless stated otherwise.
<b>Communication Policy including Assignment Feedback</b>	I will provide in class feedback to students as well as written feedback on your assignments.
<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</li> <li>5.</li> </ol> <p>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</p> <p>For more information on the sanctions for academic dishonesty, please visit the website:  <a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>
<b>Academic Support</b>	<p>Please contact <a href="mailto:academicsupport@doane.edu">academicsupport@doane.edu</a>  <a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>

<b>Disability Services</b>	<a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a> Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.
<b>Military Services</b>	<a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a>
<b>Anti-Harassment Policy</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a>
<b>Grade Appeal Process</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a>
<b>Credit Hour Definition</b>	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.
<b>Doane Syllabus Addendum</b>	Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at <a href="https://www.doane.edu/Syllabus">https://www.doane.edu/Syllabus</a> .