

HON3050
M 3-3:55pm
Spring 2023



Meet Your Professor

My name is Dr. Ben Cater and I will serve as your instructor for HON3050: Integrative Seminar. My primary task will be to serve as your tutor as you study your own development in and through the Humanities Honors Program, and think about your calling in the next two years and after graduation. While I have devoted my professional life to thinking about what it means to think Christianly in a university setting, my disciplinary training is in U.S. History and Literature, with emphases on the U.S. West, Public Health, and Religion. Over the years my research has appeared in the *Utah Historical Quarterly*, the *Western Historical Quarterly*, *The Journal of Military History*, and *Fides et Historia: The Conference on the Journal of Faith and History*. Besides teaching history, I serve as the Associate Dean of Foundational Explorations (General Education) and the Director of the Honors Program. I live about five minutes from campus on Sunset Cliffs and in my free time, I surf, hike, fish, read, play guitar, or work in the garden with my wife, three daughters, and Baja rescue dog Paco.

PLNU Mission: To Teach, To Shape, To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

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Honors Mission Statement

"The Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition."

Course Description

This course serves as the culmination of the Honors Program. It ties together the various courses, assignments, and events of your first two years of study. It requires you to reflect on your personal, spiritual, and intellectual growth as a Christian scholar as you explore possible areas of research in the Honors Scholars Program or within your chosen major. More broadly, it encourages to consider their vocation, or calling, in Jesus Christ.

Required Texts

Brooks, *The Second Mountain*

Poplin, *Finding Calcutta*

*Hyperlinks to additional readings will be provided on the syllabus

Weekly Participation

Weekly participation is vital to succeeding in this course. Reading, taking notes, participating in class discussions, analyzing and synthesizing big ideas will be the essential work of this class. **In term of learning, discussion is the most important part of this class**, since it allows students to process their thoughts with other people. Please participate through speaking and/or actively listening.

HON3050 is a one-unit course, which means it will require about two hours of intense study per week. Developing a daily routine of studying in a quiet spot will be critical to staying on task. The majority of students who do well in this course develop a routine during the first week of class.

Course Communication

The apostle Paul encourages us to communicate with grace and wisdom (Col. 4: 5-6). For this reason, students should strive to speak and write in informed, relevant, and respectful ways. The Humanities deal with complicated problems that defy easy formulas and objective answers, and disagreements will exist. But Dr. Cater is committed to making HON3050 positive, respectful, and safe for everyone. Before, during, and after you speak and write, think carefully about the words you use and don't use, and in regards to writing, your typographical marks (punctuation marks, capitalization, etc).

In terms of communicating with Dr. Cater, students will be responsible for all messages sent by him to their PLNU email and Canvas accounts. Since he frequently provides clarifying notes about course content and assignments, please check your accounts daily. If you have questions, comments, or concerns about the course, communicate them respectfully through email to: bcater@pointloma.edu. In lieu of office hours, Dr. Cater is also available for a brisk walk and talk about the course. Normally a brisk five-minute saunter from my office to the Greek Amphitheater is sufficient. Please do not expect Dr. Cater to respond on the weekends (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of the email.

Grading Policy (Scale and Weights)

A	94-100%
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	0-59%

Review Questions	140 pts total (5 pts each)
e-Portfolio	50 pts total
Integrative Essay - Draft #1	50 pts total
Peer Review #1	25 pts total
Integrative Essay - Draft #2	50 pts total
Final Draft	100 pts total

Readings and Review Questions

Every week students will be assigned to read articles or chapters on personal, spiritual and intellectual development. Readings are intended to inspire students to reflect on their own evolution in and through their time in the Humanities Honors Program. The nature of weekly readings is diverse and run the gamut from personal reflections on teaching the Humanities at a Christian university, to a collective biography of noteworthy people, to a travelogue that straddles autobiography and biography, and an interview of an internationally acclaimed cultural critic. After completing the readings, students will be required to answer Review Questions (RQs) to refine their understanding. Responses will be graded according to factual accuracy, depth of understanding, and overall quality. **Please answer the review questions individually rather than together in a single essay. Write the questions out and then proceed with your answers.** Good answers will engage with the document and include direct quotations and paraphrases. They do not need to be a specific length, but 3-5 solid sentences

should be long enough to warrant full credit. Dr. Cater will provide general feedback to the class as a whole, but for individual feedback (on Review Question responses, peer reviews, and essays), students should request it from him specifically.

e-Portfolio

The e-Portfolio comprises 5-7 written assignments completed during the Honors Program and highlights the student's development. The written assignments will provide the content for the integrative essay. Assignments may include journal entries, reading reflections, case studies, project reports, literature reviews, research papers and more. At least one assignment must come from the 1) Foundations in the Humanities sequence (HON1020/2020/3020) 2) Bible and the Christian tradition (HON0201/2002/3010) and 3) the Politics of Race, Class, and Gender (HON2010) or the Honors Abroad (HON1050). Collectively the assignments should speak to three categories of development – personal, religious, and intellectual (to be discussed in detail later). Accompanying the e-Portfolio should be an annotated bibliography explaining the reason(s) for choosing the specific assignments.

Integrative Essay

As the culminating assignment of this course, the integrative essay is Janus-like in that it looks back at a student's development over the last two years, as well as ahead to the Honors Scholar Program, your major field of study, or vocational calling. Reflecting on the various ways that you have developed in and through the various coursework and activities will be the essential “stuff” of this essay. Rather than analyzing various aspects of development independently of one another, students should strive to generate a general conclusion about their evolution. The integrated essay should be written in 12-point font with 1-inch margins, and citations formatted in the Chicago Style. On their assigned due dates, the first two essay drafts must be polished and submitted in duplicate – one to Dr. Cater, the other to the peer reviewer. The final draft will come due on the day of the final exam. A thoughtful conversation about what you learned in the writing process will serve as the final exam for this course.

Peer Review

Peer review is a helpful way of improving one's writing. Twice during the semester, students will read a peer's integrative essay and provide written feedback. Reviewers should pay special attention to the thesis of the paper, its organization and structure, style and tone, mechanics of writing, and overall strength. Before review comes due, the peer reviewer and author must meet to discuss the essay and feedback. A follow-up conversation with Dr. Cater will also take place.

Incomplete and Late Work

Incomplete work can be completed and resubmitted for reduced credit (5% off) within one day of its original due date. Late work can be submitted for reduced credit (5% off each day) until two days of the original date; after that, it counts as an incomplete.

Final Exam Policy

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. **All written work is automatically checked against Turn-It-In.** A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. For more information, see the following link:

https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_HonestyLinks
to an external site.

University Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Below is an approximate schedule of units, topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

Week I Overview: This week students will learn about the purpose of this course, the last in the Humanities Honors curriculum. In particular, we'll consider what it means to become "broad" during the college years and discuss particular ways that you'll be expected to demonstrate that in this course.

Course Introduction

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

- What does it mean to grow personally, spiritually, and intellectually?
- How have you grown in and during your time in the Humanities Honors Program?
- e-Portfolio assigned
- model student essay distributed

Week II Overview: This week we'll think about the "rightness" or "wrongness" of attending university in the context of great human suffering caused by the Covid-19 pandemic and systematic racial injustice. As you read, ask yourself whether you feel comfortable returning to school under these circumstances.

Learning in Wartime

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

<http://bradleyggreen.com/attachments/Lewis.Learning%20in%20War-Time.pdf>

RQ: Summarize the main point(s) of Lewis' sermon. Cite specific passages or quotations in your summary.

RQ: Thinking back to your classes in the Humanities Honors Program, what knowledge about yourself, God, or humanity did you acquire that is particularly important now? What skills did you develop or refine? Explain.

Week III Overview: This week students will read an integrative essay written by a Literature professor at a midwestern Christian university. Pay careful attention to the ways he weaves together observations about his personal, intellectual, and spiritual growth.

Personal Reflection

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

North, "The Text's the Thing: Reflections from the Humanities," *The Two Tasks of the Christian Scholar* (2007)

RQ: What are the "canonical" texts within your discipline? How is God's voice manifest within these texts? How is the human condition manifest within these texts?

RQ: What are some the loudest voices, or messages, communicated to students in your discipline? How is your discipline affected by postmodernism?

RQ: Identify and explain one specific way that North developed (personally, intellectually, or spiritually) over the course of his career teaching the Humanities.

Week IV Overview: This week David Brooks invites us on a journey to meet individuals who "rethought their priorities and strove to build rich inner lives marked by humility and moral depth." A study in collective biography, *The Road to Character* should serve a second example of integrative study.

Collective Biography

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

RTC, chpts. 1-3

RQ: Summarize the shift from Little Me to Big Me – how did it happen and what have been the consequences, both for ourselves and our society? Do you think Brooks overstates the shift – why or why not?

RQ: How did Albert Schweitzer and Francis Perkins understand "vocation"? How did they embrace their understanding? Have your thoughts about vocation changed over the last two years? Explain.

RQ: What did Ida Eisenhower teach her son David? Later in life, how did David grow to become part of the "crooked timber" tradition?

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Collective Biography

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

RTC, chpts. 4-6

RQ: Identify three ways Dorothy Day “struggled” on her road to character. Explain how they were significant.

RQ: In the life of George C. Marshall, analyze the relationship of social institutions to self-mastery.

RQ: Compare and contrast how A. Philip Randolph and Bayard Rustin developed dignity. What steps did they take, and how did dignity manifest in their work for Civil Rights?

Week VI Overview: This week David Brooks invites us on a journey to meet individuals who “rethought their priorities and strove to build rich inner lives marked by humility and moral depth.” A study in collective biography, *The Road to Character* should serve a second example of integrative study.

Collective Biography

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

RTC, chpts. 7-10

RQ: What are the various aspects of love, according to Brooks? Where are they exhibited in the life of Mary Anne Evans?

RQ: Re-read this passage from chpt. eight: *The problem, Augustine came to believe, is that if you think you can organize your own salvation you are magnifying the very sin that keeps you from it. To believe that you can be captain of your own life is to suffer the sin of pride.* How did Augustine come to believe agency is the solution to its own problem?

RQ: To Samuel Johnson and Montaigne, what is the wisdom of self-examination? Personally, spiritually, or intellectually, what have you examined about yourself over the last two years?

Week VII Overview: This week we’ll discuss the process of writing the first draft of our integrative essays, and then distribute them for peer review.

First Draft Due

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

-Debrief and distribute for peer review #1

-Distribute review template

Week VIII Overview: In our reading this week, students will travel virtually to Calcutta, India, to join Clairemont University Professor Mary Poplin and St. Mother Teresa (d. 1997) in working with the poorest of the poor. As part autobiography and part biography, *Finding Calcutta* provides a third form of integrative writing that highlights our change over time and vocational calling in Jesus Christ.

Travel Writing

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

FC, chpts. 1-7

RQ: Have you searched for or found your Calcutta? What experiences have you had that may be or were significant in your calling?

RQ: In contrast with Mother Teresa and the Sisters of Charity, what are some observations that Mary Poplin makes about us moderns? Do you find them valid? Why or why not?

RQ: In chpt. 6, what changes in Mary Poplin's life do you read about? How did they come about?

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Travel Writing

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

FC, chpts. 8-14

RQ: Who are the poorest of the poor in your life? How might you minister to them, and be ministered by them in turn?

RQ: What does Mary Poplin learn about obedience? From who or whom did she learn it?

RQ: Chapt. 14 criticizes many in the West for rejecting miracles. Have your thoughts about miracles or other controversial topics changed over the last two years? Why or why?

Week X Overview: This week we return the first drafts of our integrative essays, and provide supportive feedback to authors.

Peer Review #1 Returned

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

-Debrief and submit review template

Week XI Overview: In our reading this week, students will travel virtually to Calcutta, India, to join Claremont University Professor Mary Poplin and St. Mother Teresa (d. 1997) in working with the poorest of the poor. As part autobiography and part biography, *Finding Calcutta* provides a third form of integrative writing that highlights our individual change over time and vocational calling in Jesus Christ.

Travel Writing

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

FC, chpts. 15-22

RQ: In what ways are the problems in the classroom or dorm room like the problems in our hearts?

RQ: Describe the conclusions that Mary Poplin seems to reach about utopian thinking. Are they on-point or off?

RQ: What have you learned about forgiveness during your time as a university student? Name a time that you have had the opportunity to forgive.

Week XII Overview: In our reading this week, students will travel virtually to Calcutta, India, to join Claremont University Professor Mary Poplin and St. Mother Teresa (d. 1997) in working with the poorest of the poor. As part autobiography and part biography, *Finding Calcutta* provides a third form of integrative writing that highlights our individual change over time and vocational calling in Jesus Christ.

Travel Writing

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

FC, chpts. 23-Epilogue

RQ: Describe Mother Teresa's views about abortion. Do you agree or disagree with them? Why or why not?

RQ: What is a "revolutionary for love"? According to Mary Poplin, what are some ways that we can become one?

RQ: What does it mean to you to have a relationship with Jesus Christ? Has your understanding changed over time? Explain.

Week XIII Overview: This week we'll discuss the process of writing the first draft of our integrative essays, and then distribute them for peer review.

Second Draft Due

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

Week XIV Overview: Acclaimed cultural critic Wendell Berry invites us to reimagine our relationship to place, a project that draws attention to our responsibility to Creation and Creator.

Interview

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

<https://greattransition.org/publication/for-love-of-place>

Interview of Wendell Berry by Allen White, "For Love of Place: Reflections of an Agrarian Sage," *Great Transition Initiative: Toward A Transformative Vision and Praxis* (2018)

RQ: How would you describe Wendell Berry's sense of calling? Explain how it was informed by his childhood, college education, and early career as a writer.

RQ: What does Wendell Berry find troubling about American industrial development? How do his "agrarian values" seek to redress this development? During your time in the Honors Program, have your values changed? Explain.

Week XV Overview:

In our final week of class, we reflect on the completion of our integrative essays, the cumulative project in the Humanities Honors Program.

Class Discussion at 2:30pm: <https://pointloma.zoom.us/j/97475315202>

Submit final essay by 11:59pm. Using the books, chapters, and essays you've read, respond to the following questions in a thoughtful, personal essay: What is Christian scholarship? How do you see yourself growing as a Christian scholar? What challenges might lie ahead? Who are you called to be in Jesus?