

HOW THE WORLD WORKS: GLOBAL PERSPECTIVES

HONORS PROGRAM GUIDE

January 1, 2016 - December 31, 2017



PHI THETA KAPPA
HONOR SOCIETY



HONORS IN ACTION

The Phi Theta Kappa Experience:
Honoring Scholars, Building Servant Leaders

ABOUT PHI THETA KAPPA

Phi Theta Kappa is the international honor society for two-year college students. Since its founding in 1918, Phi Theta Kappa has recognized the academic achievements of students in associate-degree programs. The Society has grown from eight charter chapters in Missouri to nearly 1,300 chapters located in all 50 of the United States, Canada, Germany, Republic of Palau, Republic of the Marshall Islands, Federated States of Micronesia, British Virgin Islands, United Arab Emirates and U.S. territories. Approximately 134,000 of the most outstanding two-year college students are inducted into membership in Phi Theta Kappa each year. Phi Theta Kappa offers students opportunities for engaging in scholarly activities, earning academic scholarships, providing service to the community, developing and practicing leadership skills, and enjoying fellowship with other scholars.

PUBLISHER

Phi Theta Kappa, Inc.

EDITORIAL AND DESIGN STAFF

CHIEF STUDENT ENGAGEMENT OFFICER

Jennifer Stanford

DEAN OF ACADEMIC AFFAIRS AND HONORS PROGRAMS

Susan Edwards

DEAN OF LEADERSHIP DEVELOPMENT AND SERVICE LEARNING

Monika Byrd

DIRECTOR OF MARKETING AND COMMUNICATIONS

Clay Meyer

GRAPHIC DESIGNER

Blair White

PROJECT MANAGER

Tracy Kleven

CONTENT EDITOR

Tracee Walker

Phi Theta Kappa Honor Society
Center for Excellence
1625 Eastover Drive
Jackson, MS 39211

ptk.org
800.946.9995

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ABOUT HONORS IN ACTION

OUR HONORS PROGRAM

Phi Theta Kappa has an Honors Program, Honors in Action, designed to engage honors students in actions that foster student success and help fulfill our two-fold mission to:

- recognize and encourage scholarship in a lively exchange of ideas and
- develop leaders who serve their communities.

LEARNING OUTCOMES

Participation in Honors in Action contributes to personal, academic and career development and affords students leadership and service-learning opportunities to have an impact on their campuses and in their communities. Members who participate in the development and implementation of an Honors in Action project will be able to:

1. create awareness of the importance of seeking out multiple perspectives to augment understanding of a real-world, complex, interdisciplinary topic and improve decision making;
2. demonstrate analytical and critical thinking skills to draw research conclusions;
3. initiate real-world problem-solving by developing an in-depth, action-oriented solution to make a difference for a challenge related to the Honors Study Topic;
4. plan and set goals for each step of the process that lead to informed action;
5. foster leadership skills through intentional and purposeful leadership development efforts;
6. develop capacities to lead, manage and motivate self and others; to overcome obstacles, to perform in complicated environments and to accomplish goals;
7. collaborate and create effective teams to enhance impact; and
8. cultivate reflective skills and aptitudes to assess progress, adjust to circumstances, and measure results quantitatively and qualitatively.

Achievement of these learning outcomes builds the analytic and collaborative problem-solving and leadership skills necessary and valued in advanced academic pursuits, work places and communities.

Use this Guide
to Initiate
**HONORS
IN ACTION**

EXPLORE THE GUIDE

- Themes
- Introductions
- Explore More! Resources
- Sample HiA Process

TIP Help others understand the value of getting involved in your project by explaining the marketable skills to be gained from participation in any or all parts of the process and the rewards of making a difference. The complete Honors in Action process is detailed on page 22.

TIP Expand your exploration of *How the World Works: Global Perspectives* themes by including a movie that relates to one or more themes. (An annotated list of suggested films is available online.)

TIP Encourage lifelong learning by selecting a book related to your selected theme and organizing a book club discussion about it.

CUSTOMIZE YOUR HONORS IN ACTION APPROACH

- Set objectives for your academic investigation of *How the World Works: Global Perspectives*.
 - Select a theme for further investigation.
 - Conduct a general investigation using Explore More! Resources or other academic sources related to your theme.
- Develop a specific Research Question for deeper investigation of *How the World Works: Global Perspectives* that will provide possible answers to the overarching question for your theme.

HOW THE WORLD WORKS

By Susan Edwards, Dean of Academic Affairs and Honors Programs, Phi Theta Kappa

“All the world’s a stage, and all the men and women merely players.” —William Shakespeare

Shakespeare wrote in *As You Like It* (c. 1599) that we all have exits and entrances and play many parts during our lifetimes. Throughout history, myriad lifetimes have been spent trying to unravel the mysteries of how the world works. What do we see playing out on the contemporary world stage? How do we change what seems unacceptable or horrific? Civil rights activist Harriet Tubman believed, “Every great dream begins with a dreamer. Always remember you have within you the strength, the patience and the passion to reach for the stars to change the world.”

Changing the world may seem daunting when the reality of life feels difficult. For millennia, myths have helped humans explain how the world works. Creation stories have been used by diverse cultures to explain their origins and to connect generations to worldviews shaped by those cultures. The way the world worked before human existence has been described as endless space in the Hopi’s “The Four Creations”; as nothing by the Norse story of Odin and Ymir; as darkness by the Babylonians, Hebrews, and Maori; as beaten and amorphous by the Japanese; and as an abyss by the Ancient Greeks. The Indian creation story explains the beginning of the world as nothing covered by death and hunger. Each of these stories allowed humans to make sense of the ways the world around them worked.

Using myth to explain reality is not just an ancient pursuit. Have you ever taken a selfie and posted it online? Employing social media can publicly shape the way the world sees us. Dutch trend forecaster Li Edelkoort said, “We are in this crazy, crazy moment where people are creating myths of themselves. They are making their lives into larger-than-life events.” Social media has even created its own stars. In a 2006 Pew Research Center study, more than half of 18-to-25 year olds surveyed expressed fame as a life goal. The reality of celebrity may not be as desirable as the myth. John Cleese, one of the founding members of the Monty Python comedy troupe who has enjoyed more than half a century of celebrated work, finds fame “beyond ridiculous.” If Cleese is right about fame being beyond ridiculous, why are 21st-century humans so interested in it? Are we different from generations who have come before us, or are we simply more public about creating myths about our lives and how our worlds work?

Pope Francis has expressed the need for love in the world. Is love the force that determines how the world works? Composer Bob Merrill wrote “Love Makes the World Go Round” (1961)

for the Broadway musical *Carnival!* The Moravians, or Unitas Fratrum, who migrated from Switzerland to North Carolina in the 17th century, would have embraced the song’s sentiments. Their motto was “In essentials, unity; in nonessentials, liberty; and in all things, love.” Journalist Franklin P. Jones argued, “Love doesn’t make the world go ‘round. Love is what makes the ride worthwhile.”

For the Moravians, love and unity were more important than individuality. Collectivist societies such as Indonesia, Nepal and Russia value what is best for society as a whole rather than what is best for individuals within the society, though they encourage people to be active players in their communities. Individualistic societies such as Australia, Germany and South Africa value individual goals, initiative and achievement and encourage independence among people. U.S. Vice President Hubert Humphrey believed, “The moral test of government is how that government treats people in the dawn of life, the children; those who are in the twilight of life, the elderly; and those who are in the shadows of life, the sick, the needy and the handicapped.” To what extent does or should the world work this way?

Pakistani activist Malala Yousafzai came from a collectivist society, but her selection as 2014 Nobel Laureate gave an individual face to hundreds of people fighting for girls worldwide to have access to formal education. How does the world work when half its population is uneducated? What about people who are undereducated or educated with lack of access to jobs that pay living wages? Is access to education and jobs a right? What responsibilities do societies have to ensure people have the means to safely and successfully function? In what ways do those rights extend only to citizens of a nation? What responsibilities do societies have toward refugees and migrants? Syrians and Afghans traveling to Western Europe to escape war and in search of better lives found the way the world works was inconsistent and not always kind.

While the Dalai Lama is lionized by much of the world, another Buddhist monk Wirathu has led a violent movement against the Rohingya, Muslims who live in Myanmar near the Bangladesh border. Wirathu is proud to be called an extremist. He has labeled longtime activist and Nobel Laureate Aung San Suu Kyi “useless” and the Dalai Lama a political pawn. What role does hate play in how the world works?

In *Leviathan*, Thomas Hobbes wrote that our natural state is a state of war. If that is true, what does war convey about how the world works? Is peace preferable? To what degree is it achievable? The contemporary list of global conflicts is long. Afghanistan and Syria are noteworthy as two among dozens worldwide that range from skirmishes to all-out war. Some clashes like the war on drugs and the conflict between India and Kashmir are in their fifth decades. Others, such as the rise of ISIS and Vladimir Putin's invasion of Crimea are relatively new. Mahatma Gandhi maintained we needed an end to reciprocal violence, "An eye for an eye only ends up making the whole world blind." Playwright Oscar Wilde believed that as long as humans perceived war as wicked they would be fascinated by it. The key to ending war was seeing it as vulgar.

Vulgarity and beauty are viewed in different ways worldwide. Jazz, with its polyrhythms, pentatonic scales, and improvisations, was deemed vulgar by segments of late-19th and early-20th-century society, yet redefined popular music. For Franz Kafka young people's capacity to see beauty kept them happy, and those people who continued to see beauty in the world maintained youthful outlooks.

Though many societies glorify youthful beauty, Swiss-American psychiatrist Elizabeth Kübler-Ross believed the most beautiful people had known struggle, sorrow, suffering and defeat and then found their way forward. Women's Rights activist Elizabeth Cady Stanton maintained that the best time of a woman's life was "in the shady side of 50" when societal pressure to be beautiful receded. American Ballet Theatre Principal Dancer Misty Copeland began dancing as a teen. She knew from the beginning that dance was her destiny, though she did not fit the ballet ideal of a porcelain-skinned, ethereal woman. Copeland was strong, muscular and African-American. She has redefined how a beautiful dancer looks.

Nobel Laureate Albert Schweitzer implored us to, "Never say there is nothing beautiful in the world anymore. There is always something to make you wonder in the shape of a tree, the trembling of a leaf." How can the world work by balancing the beauty of the natural world with the benefits of human progress? To what extent can the eradication of poverty and hunger work side-by-side with the accumulation of wealth by individuals? What responsibilities do humans have to care for each other and for all animals?

Walt Disney believed it was important for children in the United States to see exotic animals in a setting that was an

idealized replication of their native lands. Today, Disney's Animal Kingdom is part of Walt Disney World. Before Disney built his multi-faceted theme park in Florida, he envisioned a "Disney Village" in California that would be a place people could go to escape everyday reality. Disney created Disneyland's Main Street in the image of one in Marceline, Missouri, where he briefly lived as a boy. It was a sanitized version with soothing colors, sights, sounds and smells that ideally would make visitors nostalgic for a world that no longer and perhaps never existed. Not everyone is enamored with the Disney brand. Author Carl Hiaasen credited Walt Disney Corporation with being too good at what they do, particularly at improving on things that were fine as they existed in the real world. Still, more than 134.3 million people worldwide visited one of Disney's theme parks in 2014 to experience how the world works in a whimsical, idealized setting.

Our time on Shakespeare's stage is brief. To make the most of our entrances and exits, Facebook Chief Operating Officer Sheryl Sandberg has encouraged us to move beyond stereotypes to a world where we align our expectations with our passions, talents and interests. What parts will you play to better understand how the world works and to use that knowledge to make the world a better place than you found it? Gather your strength, patience and passion, and, as Harriet Tubman implored us to do, reach for the stars!





THEME 1

MYTH AND REALITY

How have myths shaped our global reality?

Da Vinci put secret codes in his artwork. George Washington wore wooden teeth. Charles Darwin claimed that man evolved from apes. The great Chicago fire was started by a cow kicking over a lantern. The United States faked the lunar landing. *The Real Housewives of Atlanta* portrays real women's lives.

For some, these statements may generate whimsical smiles at their absurdity. Why? Because for them these are myths which have grown from stories, ideas and rumors. To others, these are statements of reality. No scientific evidence or contrary views will convince them that these events are factual.

Living in a world with instant access to information, why do we have difficulty discerning myth from reality? Perhaps the answer is in the way stories are shared. Stories are often passed down by word of mouth, from generation to generation. They may begin in truth, but over time (even a short period of time), storytellers may embellish to make stories or the storytellers themselves more engaging. The embellished versions of the story are passed on as real versions of events, people and places. As example, the story that George Washington wore wooden teeth is accepted by many as fact. Actually Washington didn't wear wooden teeth. In her article, "George Washington-A Dental Victim," Barbara Glover wrote that when Washington was inaugurated as President in 1789, he had only one natural tooth. His first set of dentures was made from hippopotamus ivory and eight human teeth fastened by gold pivots and held in his mouth by spiral springs. So how and why do myths like the one about Washington's wooden teeth resonate?

In his book *The Power of Myth*, Joseph Campbell explained that myths serve four basic functions. The first function is to realize the wonder of the universe and the wonder of humans and other beings in our universe. The second function of myth is to explain cosmological dimension in ways that wed science and mystery. The third function is to validate social order. The fourth function of myth, and to Campbell most crucial, is to help humans live under any circumstance.

Campbell's explanation of the functions of myths clarifies why people believe myths. What causes some individuals to take the next step and turn myths into conspiracy theories such as the persistent one in which the United States faked the lunar landing in 1969? In his *Washington Post* article, John Sides shared that myths take on life as conspiracy theories when humans believe there are mysterious, malevolent forces who control situations to promote some often contemptible goal. Once a conspiracy theory becomes commonly accepted as an explanation for some event, Sides contended, it moves from theory to fact for believers.

In the face of reality, why do we hold onto myths? What is their function, and how do they inform and shape how the world works? How and why do myths differ worldwide? In what ways are myths and realities similar for all humans and societies? To what extent could humans live in a world without myths?



EXPLORE MORE!

Figlioli, David (2014). *Memoirs of a Circus Clown: The Reality of the Dream.*

Figlioli shares his journey from having a career in Hollywood to his decision to run away and join the circus. The book reveals the reality of working in Hollywood as well as what it takes to perform at a circus.

Gayeton, Douglas (2014). *Local: The New Face of Food and Farming in America.*

Gayeton illustrates how you can help the broken food system in America. The author defines hundreds of terms such as “food miles,” “grassfed” and “organic” allowing the reader to understand what these terms mean and how they relate to the foods we eat.

Hancock, Graham & Bauval, Robert (1997). *The Sphinx: A Quest for the Hidden Legacy of Mankind.*

Hancock, Graham and Bauval take the reader on a journey into the origins of the Sphinx by asking questions such as does the Sphinx hold some secret code, what’s its relation to the other monuments within the Giza plateau, and is this great monument 12,000 years old and not 4,500 as accepted by Egyptologists?

Kotler, Steven (2014). *The Rise of Superman: Decoding the Science of Ultimate Human Performance.*

Kotler seeks to understand the mystery of human performance by exploring the frontier science of “flow.” This book discusses what is and is not possible for our species and what our limits may be.

Popova, Maria (2014). *Mastermind: How to Think Like Sherlock Holmes.*

Popova shows us how we can channel Holmes’ famous powers of deduction, observation, imagination and memory by drawing on the research in neuroscience and psychology.



THEME 2

INDIVIDUALISM AND COLLECTIVISM

How are the principles of individualism and collectivism manifested differently across the world?

The southern African proverb of UBUNTU, “I am because we are,” promotes the principles of collectivism, and while it has been taken up in recent years by pop icons, such as Madonna and Bono, its adoption, both in Africa where it began and throughout the world, is still limited. Why? Do you see yourself as part of a global community?

Many people feel that the world is becoming more collectivist, thanks in part, to the connectivity brought through social media. They point to the events of the Arab Spring or the Black Lives Matter campaigns as examples of the power of virtual connectivity to produce tangible results. But at the same time, thousands of young people find themselves at increasing risk of online bullying. Does this newfound connectivity promote individualism or collectivism? Using the lenses of individualism and collectivism, we can begin to examine how the world around us works both together and separately. The principles of individualism and collectivism can be seen in everything from governmental structure to medical innovation.

Organizations, like TOMS, have missions based on the principles of collectivism yet illustrate the principles of individualism at the same time. The Occupy Wall Street

movement challenged the focus on individualism in government and economics in the United States and pushed for collectivism, yet years later, the prevailing systems in that country still predominantly favor the principles of individualism. Students are frequently given individual exams as opposed to group exams or projects as a means of evaluating their academic progress. Does this promote individualism from an early age? The way individuals learn ultimately shapes the future. Does competition automatically mean collectivism cannot exist? Does the prevailing global economic system make it more difficult for a collective mentality to develop globally? For example, when a revolutionary medication is invented and then patented by a drug company, is the company acting based on the principle of collectivism or individualism? In short, is *Star Trek’s* Spock correct: “do the needs of the many outweigh the needs of the few,” and how does one’s geographic position in the world change the answer to this question?



EXPLORE MORE!

Brooks, David (2015). *The Road to Character*.

Brooks explores post-World War II society and contemporary society to consider what is valuable in life. He shares stories from around the globe of people who developed character rather than simply cultivated individual success.

Callaro, P. (2013). *The Myth of Individualism: How Social Forces Shape Our Lives, 2nd Edition*.

Does economic success result from a person's hard work? Is private life more important than public life? Callaro explores the myth that human beings make autonomous choices and considers the social structures that have an impact on personal lives.

Chen, C. C., Chen, X., & Meindl, J. R. (1998). "How can cooperation be fostered? The cultural effects of individualism-collectivism." *Academy of Management Review*, 23, 285-305.

Chen and Meindl differentiate mechanisms from cooperative behaviors and theorize about how culture effects behavioral cooperation through mechanism selection or modification. Delineating cultural effects, they derive patterned differences in the instrumental and expressive motives of individualists and collectivists and propose six culturally contrasting cooperation mechanisms.

Hofstede, Geert H., Hofstede, Gert Jan, & Minkov, Michael (2010). *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and its Importance for Survival*.

The revolutionary study of how the place where we grew up shapes the way we think, feel and act – with new dimensions and perspectives. Based on research conducted in more than 70 countries over a 40-year span, *Cultures and Organizations* examines what drives people apart when cooperation is so clearly in everyone's interest. A good way to look at how different cultures value individualism vs. collectivism and how that shapes their behavior in a globalized world.

Kristof, Nicholas D., & WuDunn, Sheryl (2009). *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.

Through stories, Kristof and WuDunn help us see that the key to economic progress lies in unleashing women's potential. Throughout much of the world, the greatest unexploited economic resource is the female half of the population. By highlighting the individual stories of some people doing amazing work in this area, Kristof and WuDunn demonstrate how having a collectivist approach to solving problems could help the world meet the needs of a globally underserved population.

Yao, X., Wang, S., Dang, J., & Wang, L. (2012). "The Role of Individualism-Collectivism in the Individual Creative Process." *Creativity Research Journal*, 24(4), 296-303. doi:10.1080/10400419.2012.730001

This study is among the first to examine how individuals' cultural value orientations impact two separate stages of creativity: idea generation and idea implementation. How does one's environment, individualist or collectivist, impact the individual creative process and thus society?

THEME 3

RIGHTS AND RESPONSIBILITIES

What roles do rights and responsibilities play in shaping ways in which the world works?

Rights and responsibilities are woven together in every interaction amongst people and peoples. We can perceive this in the simple civility of greeting each other – “Hello! Ni Hao! Ciao! Ola! Hujambo!” – each of us has the right to be acknowledged in greeting and the responsibility to do so. But seeking to understand how rights and responsibilities impact how the world works quickly becomes much more complicated than understanding civility. Are there universal and inalienable human rights? What is the link between rights and responsibilities — if you do not have any responsibilities, are you entitled to any rights? The link does not exist to those defending children’s rights, nor to those protecting the rights of the mentally and physically challenged, nor to activists for animal rights, nor to advocates for environmental protection. On the other hand, the link does exist when you consider examples of failed responsibility to exercise or protect rights that subsequently endangers those rights, such as when corporations are irresponsible, negligent or criminal regarding environmental regulations and lose their rights to do business, or when a community fails to prioritize education and endangers the rights of children to public education. Are the rights that we enjoy for ourselves at risk if we do not also take responsibility for expanding the recognition of those rights for others different from us or in different places? That is an important question inherent in decisions to provide aid or intervene in political and humanitarian crises around the world.

Challenges involving rights and responsibilities abound: gender inequities in education and healthcare, gender and sexual identity discrimination and violence, religious intolerance and persecution, political suppression resulting in civil conflicts and wars, competition for natural resources, and climate change – to mention only several. Those articulating, supporting and defending the rights and responsibilities involved with these challenges have had tremendous cultural and historical variability. What is the history of these issues from the perspective of rights and responsibilities? Where have the challenges ended, and where are the current “hot spots” for these issues? Who are the people seeking to protect or assert rights, what progress are they making, and what are the reasons they are succeeding or failing?

Where does the responsibility lie for massive, transnational challenges like the endangerment to health and welfare of millions of people in dire poverty? Paul Polman, CEO of multinational, consumer-goods corporation Unilever, expresses understanding of the interconnectedness of his business’ responsibilities with the rights of individuals when he says, “You cannot say that the system properly works if there are over a billion people going to bed hungry.” Where does the responsibility lie for ensuring the rights of children everywhere to quality education? Malala Yousafzai, a Nobel Peace Prize winner at age 17, is a young woman who believes it is her responsibility, saying “Once I had asked God for one or two extra inches in height, but instead, he made me as tall as the sky, so high that I could not measure myself . . . By giving me this height to reach people, he has also given me great responsibilities.” Will the efforts of a single CEO to raise corporate social responsibility, or a single woman speaking passionately about the right to education be enough? What else has history demonstrated is necessary?

There have been transnational efforts to address global issues through changing our understanding of rights and responsibilities, in the formation of private, non-governmental organizations such as the International Committee of the Red Cross (1863) and Green Peace (1971), as well as governmental agreements such as the Geneva Conventions (1864, 1906, 1929, 1949), the Universal Declaration of Human Rights (1948), and the World Heritage Convention (1972). The fact that these organizations persist indicates that there is desire to overcome challenges, and recognition that meaningful consideration of the variety of perspectives on rights and responsibilities is a key to success. The fact these efforts have had mixed receptions and mixed results illustrates the complexity, the challenges and the difficulty of making change in how the world works. What are the global prospects for universally protected rights through transnational cooperation? How would the world operate differently than it does if there were a universal understanding of rights and responsibilities?



EXPLORE MORE!

Clinton, C. (2015). *It's Your World: Get Informed, Get Inspired & Get Going!*

Clinton explores rights and responsibilities related to global poverty, education, health and wellness, and the environment and encourages readers to make a difference in the world in meaningful and positive ways.

Coates, T.N. (2015). *Between the World and Me.*

Coates considers race and its connections to rights and responsibilities over the course of history. Throughout this memoir, he challenges readers to consider their lives, how the world works and how each person has to learn to live in the world.

Diamond, J. (2012). *The World Until Yesterday: What Can We Learn from Traditional Societies?*

Diamond discusses the scope of human history and the evolution of the ways humans settle disputes, practice faith, treat people at the beginning and end of life, create families, feed ourselves and construct societies. He asks readers to consider what we can learn from traditional societies that relates to how the world works today.

Lewis, M. (2014). *Flash Boys: a Wall Street Revolt.*

Lewis investigates Wall Street and the global economy and considers the role rights and responsibilities play in high-frequency and algorithm trading.

Stevenson, B. (2014). *Just Mercy: A Story of Justice and Redemption.*

Stevenson analyzes rights and responsibilities of prisoners within the American justice system in the context of global systems of justice.

THEME 4

PEACE AND WAR

How does conflict impact people and the way in which the world works?

Peace and war have been part of the human experience from the dawn of time. Of the past 3,400 years, humanity has experienced 268 years of peace. The impact of war can be felt both on and off the battlefield and last long after the conflict ends.

In the 20th century alone, over 108 million people died in combat. Of the soldiers who survive and return home, the transition to peace is not always easy. Recent statistics indicate that, on average, 22 veterans commit suicide every day.

In war-torn regions, women, children and civilians face the impact of conflict by being shot, bombed, raped, starved or driven from their homes. War impacts genders differently. In some cases women take on larger economic roles, while, in others, they are forced into prostitution or sex-trafficking. Recruited at age 10 or younger, more than 300,000 children serve as soldiers worldwide. In 2001 alone, 40 million refugees fled their homelands. Refugees face high mortality rates, disease and economic turmoil.

Propaganda also flourishes during time of war and, according to some scholars, is more important than ever before. Seeing war as a battle to win people's "hearts and minds," Rupert Smith, in 2008, stated that "war no longer exists." Louis Jacobson argued in 2011 that politicians needed to quit using the terms "wartime" and "peacetime" because there was no difference. In March 2015, Rosa Brooks concluded that war and peace have never been as distinct as most people imagined.

Disease often accompanies war. The Spanish flu pandemic of 1918-1919 caused a reported 50 – 100 million deaths.

War helped create the conditions which led to the spread of the disease. The spread of the disease, in return, impacted the course of the war and its eventual end. Strife in western Africa helped lead to the 2014 Ebola outbreak.

War can also bring about scientific advances as nations try to dominate one another. Wartime scientific advances have taken place in the area of weaponry (atomic bomb, biological weaponry), communications (radar, computer), medicine (penicillin, ambulances) and industry (synthetic rubber, nylon). Other war innovations include items such as tampons, SPAM® and Frisbees®. Countries can go to war with one another in ways other than direct combat, such as economic coercion or cyber warfare.

Peace and war are complex, multi-faceted ideas when considered from a broader, global view. How do peace and war impact society? People? Global relationships? International alliances? How different are the concepts of peace and war? In what ways are they similar? Do time and place impact the definition of those terms? Do the virtues of humanitarian intervention outweigh the horrors of aggression? Should nations intervene to stop genocide? At what point is intervention necessary? What forms can that intervention take? Does presenting peace and war as opposites limit what happens when war ends? Is cessation of hostilities sufficient to be the opposite of war? Is a re-creation process necessary? What is the opposite of peace? In what ways can hostility manifest itself? Given that humanity has been in a state of warfare for 92 percent of its history, is lasting peace possible?





EXPLORE MORE!

Doyle, Michael & Sambinis, Nicholas (2006). *Making War and Building Peace: United Nations Peace Operations.*

By statistically analyzing the aftermath of all civil wars since 1945, the authors analyze the effectiveness of U.N. and non-U.N. peace processes. The authors also compare successful U.N. processes (East Timor and Cambodia) with those less successful (Somalia, Rwanda and Cyprus) and determine that a clear mandate and adequate resources are among the factors necessary for successful peace keeping.

Scurfield, Raymond & Theresa, Katherine, eds. (2012). *War Trauma and its Wake: Expanding the Circle of Healing.*

The editors, both veterans and clinical professionals, assemble a collection of chapters which detail the challenges veterans face upon reintegration into society and offer valuable information for those who want to help.

Self, Nate (2008). *Two Wars: One Hero's Fight on Two Fronts – Abroad and Within.*

Army Ranger Nate Self shares the stories of his battle in Afghanistan and at home with post-traumatic stress disorder. For Self, family and faith were key factors in getting through both battles.

Thakur, Ramesh (2006). *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect.*

A leading authority examines the changing role and structure of the U.N., from avoiding inter-state wars to managing humanitarian emergencies. Topics examined include the use of force, the gap between legality and legitimacy, U.N.-U.S. relations, the North-South divide, the international rule of law and prospects for U.N. reform.

Vidal, Gore (2002). *Perpetual War for Perpetual Peace: How We Got to Be So Hated.*

A collection of essays discussing the creation of a police state in the United States.

Wizelman, Leah (2011). *When the War Never Ends: The Voice of Military Members with PTSD and Their Families.*

The experiences of combat veterans from various service branches and ranks in the United States, Canada, Australia and Germany who participated in various wars (Vietnam, Gulf War, Iraq, Afghanistan, Grenada) and peace missions (Kosova, Bosnia, Croatia, Cambodia, Somalia, Cyprus, Haiti).



THEME 5

BEAUTY AND VULGARITY

How do changing classifications of beauty and vulgarity reflect evolving global perspectives?

“Beauty is in the eye of the beholder” is a familiar yet paradoxical adage. In order for a person, place or thing to be considered beautiful it must reflect certain criteria developed by the beholder. Vulgar is derived from the Latin adjective *vulgaris* – something that emanates from the masses of common people. Traditionally, vulgar meant commonplace. It now carries negative connotations. Vulgarity is also defined by the standards of the beholder.

As class lines continue to shift through economic development and globalization so will perceptions of beauty and vulgarity. What societal or cultural factors fuel our classifications of the beautiful or the vulgar? How did perceptions of a “vulgar little boy” named Mozart change in order for him to rise to be lauded as one of the greatest musical composers of all time? How has jazz, once marginalized as the music of the vulgar, become the classical music of America? What makes the art of Gauguin or Picasso beautiful or vulgar? What makes ballet beautiful and hip-hop vulgar? How does what was once perceived as inappropriate attire now frequent the runways of Paris and New York? How do we construct our ideas of the ideally beautiful male or female? How do we determine what is aesthetically pleasing?

Dr. Yaba Blay in her latest work on critical race theory, a photo collage entitled: “Pretty. Period.,” challenges the notion and familiar cultural reference to African-American women,

particularly those of a darker complexion as being pretty and black. She states that they are pretty period. Their beauty is not exceptional; it is simply beauty.

Perceptions of beauty have become more complex in a world where we must grapple daily with the dynamics of gender embodied by the transformations of Caitlyn Jenner and Laverne Cox.

When Stravinsky composed *Rite of Spring* it was described as the “pagans on stage making pagans of the audience.” The musical innovations, the dissonance and the angularity of the notes symbolized a break from what was considered beautiful and nearly resulted in a riot when it was first performed. Several music scholars when analyzing the score, note its strong connection to Russian folk music – the vulgar. Today, the piece is celebrated for its treatment of tone, meter and varying rhythm. It remains one of the most recorded classical pieces.

How do we explain the phenomena of things once exclusive, like the opera, now containing common elements, like subtitles and online streaming, enabling them to have greater appeal?

What justifications do we use to marginalize something at one point in history and embrace the same thing later in history? Are beauty and vulgarity mirror images?



EXPLORE MORE!

Cohen, Colleen, Wilk, Richard & Stoeltje, Beverly (1996). *Beauty Queens on the Global Stage.*

This volume provides insight into the integral role that beauty pageants possess in discussions of identity and nationhood.

Etcoff, Nancy (2011). *Survival of the Prettiest.*

Etcoff provides the first scientific inquiry into the concept of beauty. She suggests that beauty and its pursuit is an essential part of human nature and examines the effects in society.

Hamermesh, Daniel (2011). *Beauty Pays: Why Attractive People are more Successful.*

The first book to seriously measure the advantages of beauty, *Beauty Pays* demonstrates how society favors the beautiful and how better-looking people experience startling but undeniable benefits in all aspects of life.

Grudin, Robert (2006). *American Vulgar: The Politics of Manipulation Versus the Culture of Awareness.*

This text examines the ways in which our culture “bullies” its citizens into preferences. It makes sometimes painful claims regarding intolerance and the inability to be culturally aware of the importance of difference within society.

Scruton, Richard (2011). *Beauty: A Very Short Introduction.*

Scruton examines the varying opinions regarding perceptions of beauty in society. The work covers ideas of beauty found in art, nature and human physicality.

Tice, Karen (2012). *Queens of Academe: Beauty Pageantry, Student Bodies, and College Life.*

This text examines the role of beauty pageants and the competition for the title of homecoming queen on college campuses.

Rhode, Deborah L. (2010). *The Beauty Bias: The Injustice of Appearance in Life and Law.*

Rhode presents the legal implications of beauty in this work. She touches on the legal status of women, sexual discrimination and the cost of non-conformity.

THEME 6

NATURAL AND ENGINEERED

How does the use of science, medicine or engineering to reproduce, recreate or modify elements that are natural to our environment impact how the world works?

Our natural environment provides everything that we need to survive and flourish. But what if earth is not producing these things at a rate or quality that we feel will accommodate us in our world as it exists today? Is it acceptable to use science and engineering to boost production of things that we rely on from our environment for survival? Is this acceptable even if doing so causes environmental degradation? On the other hand, what is the purpose of advancements in science and engineering if we cannot use them to accommodate modern society? Genetically modified crops allow us to grow foods that are resistant to insects and plant disease, thus resulting in a higher yield. Although some research indicates that the use of Genetically Modified Organisms (GMOs) is bad for human and environmental health, other research indicates that GMOs are essential to agricultural sustainability. Globally, the perspectives about GMOs vary. Although GMOs are common in some countries and regions, they are either partially or completely banned in others.

Energy is another element that we rely on for survival. It exists in abundance all around us and is harvested for use by people all over the world. Fossil fuels allow us to generate a massive amount of energy relatively quickly and inexpensively. But are there drawbacks to this scientific advantage? In addition to concerns about the harm that fossil fuels cause our planet, it is feared that the depletion of fossil fuels is inevitable. Solar energy is an alternative, more sustainable form of energy that is considered to be better for our planet. Japan is currently developing technology that they hope will allow them to harvest solar energy from space.

In another realm, scientific and medical advancements have made it possible for us to circumvent nature even in the realm of our own physiological makeup. Don't like the way your lips look? A cosmetic surgeon can change it. Unhappy with your weight? A cosmetic or bariatric surgeon can change it. Science and engineering provide us with an alternative to the natural way of "being" and "doing." Scientists have developed technology that will allow prospective parents to select the gender (among other genetic traits) of their child. Doctors have successfully completed the first double hand transplant on a 9-year-old boy. Operation Smile provides pro bono reconstructive surgeries on a global scale to children who were born with cleft palates. The cost of cosmetic surgery is often significant, but with organizations like Doctors Without Borders and Operation Smile, these services can be made available to almost anyone in the world.

There are many other factors associated with the natural and engineered world. Steroids and growth hormones used in animals produced for food, synthetic (supplemental) vitamins, processed foods, cloning, organic farming, sustainable energy and sustainable agriculture are just a few. To what extent is it acceptable to use science, engineering and medicine to recreate, reproduce or modify what our environment already provides for us? At what point is the natural order of things a better option?



EXPLORE MORE!

Blum, Virginia (2005). *Flesh Wounds: The Culture of Cosmetic Surgery*.

In a work that combines a provocative ethnography of plastic surgery and a penetrating analysis of beauty and feminism, this book searches out the social conditions and imperatives that have made ours a culture of cosmetic surgery. From diverse viewpoints, ranging from cosmetic surgery patient to feminist cultural critic, the book examines the realities and fantasies that have made physical malleability an essential part of our modern-day identity.

Druker, Steven (2015). *Altered Genes, Twisted Truth: How the Venture to Genetically Engineer Our Food Has Subverted Science, Corrupted Government, and Systematically Deceived the Public*.

This book tells the story of how the massive enterprise to restructure the genetic core of the world's food supply came into being, how it advanced by consistently violating the protocols of science, and how for more than three decades, hundreds of eminent biologists and esteemed institutions have systematically contorted the truth in order to conceal the unique risks of its products – and get them onto our dinner plates.

Patterson, Urbach & Swanstrom (2003). "A Comparison of Diet and Exercise Therapy Versus Laparoscopic Roux-en-Y Gastric Bypass Surgery for Morbid Obesity: A Decision Analysis Model." *Journal of American College Surgeons*

In the absence of randomized controlled trials that directly compare medical versus surgical treatment of morbid obesity, decision analysis is a useful tool to help determine the optimal treatment strategy. Using decision analysis, the researchers simulated a trial comparing diet and exercise therapy to laparoscopic gastric bypass surgery to determine which approach resulted in longer life expectancy.

Shere, Jeremy (2013). *Renewable: The World-Changing Power of Alternative Energy*.

This book explains that producing energy in fossil fuel form is a dirty, expensive, but also hugely profitable, enterprise, with enormous but largely hidden costs to the entire planet. The cold, hard fact is that at some point we will have wrung the planet dry of easily accessible sources of fossil fuel.

Silver, Katie (2014). "Treating Obesity with Gastric Sleeves and Lap Bands vs. Diet and Exercise." www.abc.net

Health professionals are split on whether the best way to treat obesity is through surgery and drugs or willpower, diet and exercise. Katie Silver spoke to patients and doctors from both sides of the debate and found that the future of weight loss may lie somewhere in the middle.

THEME 7

INNOVATION AND REPLICATION

How do we either replicate ideas or create new ones that have an impact on the way the world works?

“If I’ve seen farther,” Sir Isaac Newton stated, “it is because I stand on the shoulders of giants.” How much do we truly create in our world? Are our innovations truly transformative, or do we recycle old ideas but give them a new flavor, one more palatable to our modern sensibilities?

Social media has innovated the way advocacy groups organize in our history. Revolutionaries seeking to change their governments oftentimes led their charges by written petitions, in the pulpits of churches, on the bars of taverns and at the centers towns’ squares, passing pamphlets out after fiery speeches. Advocacy groups have now taken their message viral, using social media not only to galvanize their efforts, but also to allow individuals to take a more active and direct role when petitioning for rights. Are these new tactics expressed in the Arab Spring and the Black Lives Matters campaign replicative or innovative?

Conversely, Albert Einstein said, “We cannot solve our problems with the same thinking we used to create them.” 3-D printing combined with genetics and understanding of cells and the genome allowed us to recreate organs from the tissue of patients and to individualize treatment, whereas just a generation ago we often used (and still use) either organs from donors or pigs. Regardless whether we innovate or replicate, we do so because we see that these old and new ways of thinking meet a need in our society. What are the unintended consequences of those things we create?

Malcolm Gladwell tells us the story of the amazing Norden bombsight. Norden was a Swiss engineer working for the United States government. He designed to minimize casualties

of war: “to drop a bomb in a pickle barrel.” The top-secret bombsight not only fell into Nazi hands, but it also was used to drop another innovation: the atomic bomb. Atomic energy and science have led to a string of innovations in both energy and medical science, like the x-ray.

Sometimes we replicate and innovate with the intention to be destructive. Increasing cyber attacks amongst competitive first-world countries cause the creation of programs to protect critical servers and systems that control and manage traffic, planes, nuclear capabilities and weapons systems. At the same time, those who look to be subversive and to sabotage those systems are constantly innovating new ways to circumvent these securities and to bring chaos to our world.

In our world where we use scholarship to study ideas in an effort to understand our society and the needs within it, examining the idea of replication and innovation can help us to meet the needs of our worlds and to make us conscious about the consequences of those things we create. A student at Massachusetts Institute of Technology, Amos Winters in his effort to bring affordable wheelchairs to amputees in third-world countries adapted the old fulcrum system to wheelchairs. Built from bicycle parts, this new wheelchair experienced several innovations as Winters observed the performance of prototypes. Going back to the drawing board allowed Winters to create a product that would meet the needs of the locals: a low-cost, durable wheelchair, made from bicycle parts that were ubiquitous.



EXPLORE MORE!

Barrat, James (2013). *Our Final Invention: Artificial Intelligence and the End of a Human Era.*

Barrat explores the ethical nature of Artificial Intelligence and Artificial General Intelligence. He maintains that the public needs to be more cognizant of the progression of this field as we have one opportunity to establish a safe coexistence with robots that exhibit and execute decisions with human level intelligence.

Catmull, Ed & Wallace, Amy (2014). *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration.*

Catmull and Wallace explore the culture of Pixar Animation Studios and the roles innovation and replication play in creating successful, award-winning films. Moreover, the authors discuss how to create a culture of innovation within businesses beyond Hollywood.

Hiaasen, Carl (1998). *Team Rodent: How Disney Devours the World.*

Hiaasen decries the manufactured worlds created and marketed by the Disney Corporation and the resulting difficulties wrought on the natural world. While largely focused on Disney's American facilities, the author discusses the way Disney markets its products and manipulates governments and culture worldwide.

Isaacson, Walter (2014). *The Innovators: How a Group of Hackers, Geniuses and Geeks Created the Digital Revolution.*

Isaacson discusses innovators from the 19th through the 21st centuries and the ways they build on each other's ideas and transformed the way the world works.

Krätke, Stefan (2011). *The Creative Capital of Cities: Interactive Knowledge Creation and the Urbanization Economies of Innovation.*

Krätke investigates the role innovations play on how urban growth and competition work worldwide with a particular focus on German cities.

McCullough, David (2015). *The Wright Brothers.*

McCullough traces the story of how the Wright brothers used both innovation and replication to have an impact on the way traveling the world works in contemporary society. The author discusses the role family and persistence played on the Wright brothers' work.

THEME 8

NOSTALGIA AND PATHOS

How does the construction of memory and assumptions about others' histories shape the truth of how the world works?

*One need not be a chamber to be haunted;
One need not be a house;
The brain has corridors surpassing
Material place.*

— Emily Dickinson, poem LXIX

Photographs. Grandma's spaghetti sauce. Freshly cut grass. The smell of gardenias. The ocean. A melody. We see, taste, touch, smell and hear that which reminds us of what was.

Some memories are nostalgic, bringing us bittersweet comfort: *suadade*, a sense of loss combined with a feeling of gratitude for what was lost, or *senhsucht*, an "inconsolable longing," as C.S. Lewis translated it. Other memories are traumatic and scarring. Some are simply forgotten. Angela Davis notes, "Nostalgia [is] the vice of the aged. We watch so many old movies our memories come in monochrome." In fact, nostalgia was once viewed as a sickness, a disease having serious and negative effects on people afflicted with homesickness for the past. However, at least once, each of us has wondered if life was better when, to get to school, people tromped three miles, uphill, while barefoot in the snow.

At the dawn of the 20th century, Stephen Dedalus in James Joyce's *A Portrait of the Artist as a Young Man*, quipped, "History is a nightmare from which I am trying to awake." In his largely autobiographical fiction, Joyce chose to return to the horrors of his own heritage — what he saw as the paralysis of the Irish people. At nearly the same time, in *The Souls of Black Folk*, W. E. B. DuBois illustrated his theory of "double-consciousness," "... this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness, — an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder."

Toward the end of the 20th century, people continued to struggle with the power of memory. In Tim O'Brien's collection of fictional Vietnam stories *The Things They Carried*, the protagonist, also named Tim O'Brien, explains

"How to Tell a True War Story": "In any war story, but especially a true one, it's difficult to separate what happened from what seemed to happen. What seems to happen becomes its own happening and has to be told that way. The angles of vision are skewed." In *The Giver*, Lois Lowry reasons, "The worst part of holding the memories is not the pain. It's the loneliness of it. Memories need to be shared." The same event can be perceived differently by different people or even differently by the same person when retold over a period of time. What role, then, does the telling and retelling of stories play in determining the truth? We write songs, raise monuments to, or construct museums for traumatic events but rarely learn from history. In the 1999 song "Army," singer and songwriter Ben Folds confessed, "My redneck past is nipping at my heels."

In *Mystic Cords of Memory: The Transformation of Tradition in American Culture*, historian Michael Kammen explains, "Nostalgia... is essentially history without guilt. Heritage is something that suffers us with pride rather than shame." In terms of the curious word remembering, the world seems to operate paradoxically: a flag is a symbol of hate and heritage. Hipsters search for vinyl record and vintage clothing shops from the Internet browsers on their cell phones. *The Rocky Horror Picture Show* is once again a popular rite of passage. In America and England, people congregate to re-enact the battles of war. The age-old role of the midwife holds new value. The Steampunk movement simultaneously illustrates a preference for the past and a welcoming of the future.

Nostalgia brings comfort to the present but can also cause one to dismiss the here and now. Pathos can force people to deal with what nearly destroys them or keep them from learning and growing. At what point, then, does nostalgia foster spiritual, political and/or socio-economic progress or paralysis, and for whom? What are the global and leadership implications in the answers to these questions?



EXPLORE MORE!

Dawidoff, N. (1992). "Field of Kitsch." *New Republic*, (207)8/9, 22.

Dawidoff explores a variety of topics concerning the role of nostalgia in baseball culture: the popularity and price of memorabilia, the idea that "the U.S. is so swamped in baseball nostalgia that the game threatens to be obscured by a cloud of kitsch," the effects of multimillion-dollar contracts, "the rules of the game used by players in 1858," and the "[a]rgument that baseball nostalgia undermines the authentic appreciation of a great game."

Dickinson, G., Blaire, C., & Ott, B.L., eds. (2010). *Places of Public Memory: The Rhetoric of Museums*.

This collection of essays by memory studies' scholars (in the fields of performance and media studies, history and organizational communication, among others) explores the "intersections of memory, place and rhetoric," ancient architecture, various representations of nuclear energy, museums, battle sites, memorials and tours and tourism—all as "official sites of memory." The editors prompt readers to examine the roles of these sites in the formation of national and community identities, as well as the power of those constructions.

Fernyhough, C. (2013). *Pieces of Light: How the new science of memory illuminates the stories we tell about our pasts*.

Shortlisted for the 2013 Royal Society Winton Prize for Science Books, *Pieces of Light* looks at the role of memory in making sense of the past by examining science, literature and personal stories. Fernyhough, a contributor to *Psychology Today* and NPR, illustrates that remembering is an act influenced by storytelling and imagination, as well as the result of a neurological process.

Jarvis, H., & Bonnett, A. (2013). "Progressive nostalgia in novel living arrangements: a counterpoint to neo-traditional new urbanism?" *Urban Studies*, (50)11, 2349-2370.

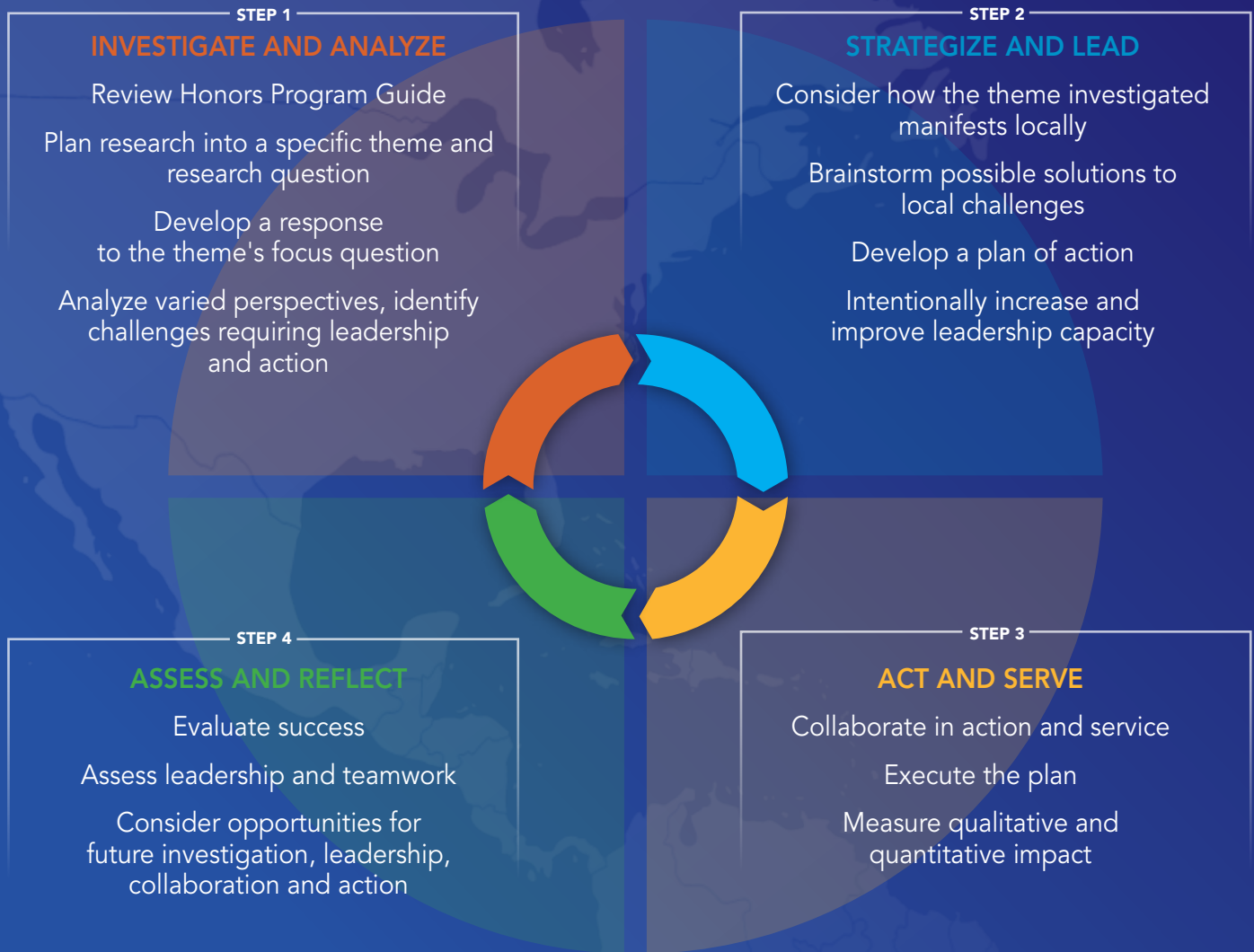
The authors examine the relationship between nostalgia and urban housing: "... between a desire to create novel living arrangements and yearning for a 'better' past." By analyzing "three emerging forms of residential space (the new urbanism, home zones and cohousing)," they illustrate the contradictions and paradoxes that can be found in the material development of neo-traditional homes and communities.

Spiegelman, A. (1996). *The Complete Maus, 25th Anniversary Edition*. Pantheon.

This graphic novel retells the horrors of a Holocaust survivor — as they are seen through the eyes of the survivor's son. When first published, it also challenged readers' perspectives about the worthiness of comic books as classic literature.

HONORS IN ACTION AT A GLANCE

The Honors in Action Project, inspired by the Honors Study Topic, combines all of Phi Theta Kappa's Hallmarks — Scholarship, Leadership, Service and Fellowship — into one project. Follow the chart below and the Planning Rubric on the next page to make a difference with your chapter's Honors in Action Project.



PLANNING RUBRIC

An exemplary Honors in Action project should include the following elements:

ACADEMIC RIGOR OF RESEARCH

10 POINTS (X 2)

- The chapter used eight or more academic publications and/or expert sources that are wide-ranging and include different points of view on the chapter's selected Honors Study Topic theme from the 2016/2017 Honors Program Guide.
- The chapter's research activities clearly allowed participants to develop critical thinking skills.
- The in-depth research provided substantial material for the chapter to carefully weigh and consider in determining a project to implement that would clearly address a finding from their research into the 2016/2017 Honors Study Topic.

RESOURCEFULNESS

10 POINTS

- The project was ambitious and required substantial research and inspired resourcefulness to implement the project effectively.

THE EXERCISE OF LEADERSHIP AND LEADERSHIP DEVELOPMENT

10 POINTS (X 2)

- Without question, the chapter members and other project stakeholders were provided substantive opportunities to exercise and advance their leadership skills.
- There is strong evidence of effective planning and teamwork.
- The project included clear evidence of effective, intentional and thoughtful educational and training activities and opportunities that improved the exercise of leadership in multiple areas required specifically for the success of the project.

PERSISTENCE

10 POINTS

- Without question, the chapter members demonstrated a strong commitment to overcome obstacles or challenges to achieve their project's objectives.
- Chapter members responded to any challenges with flexibility and creativity to keep their project on track.

ACTION/SERVICE/ADVOCACY

10 POINTS (X 2)

- Project objectives clearly emphasized the importance of taking action or serving based on researching the 2016/2107 Honors Study Topic.
- Solid evidence is given that the participants heightened their awareness of self and community in relation to global issues.
- There is strong evidence that participants increased their appreciation for the value of informed action and service as a lifelong endeavor.
- The project clearly shows how the action developed from research conclusions.

COOPERATIVE EFFORT/OUTREACH

10 POINTS

- The chapter's project reached a wide variety of audiences, including ALL the following: the college, community and others in OR beyond the region.
- There is clear and compelling evidence that communication among the participating individuals and/or organizations was effective and efficient and that they shared common objectives.

IMPACT

10 POINTS (X 2)

- The project made a substantial contribution to improving an issue. Without question, the project had significant short-term impact and clear potential for long-term impact.
- The project's outcomes were exceptional and both quantitative and qualitative.
- The chapter assessed in an intentional and reflective way what they learned, how they grew as scholars and servant-leaders.
- The chapter clearly stated what opportunities remain to have a further impact on this issue.

A chapter can earn up to 115 points for its Honors in Action Hallmark Award entry. The points for academic rigor, the exercise of leadership and leadership development, action, and impact are multiplied by 2. The final 5 points are based on spelling and grammar. To earn 5 points spelling and grammar must be faultless.

Check out the latest version of the Honors in Action Award questions and rubric at ptk.org/Programs/HallmarkAwards.

HONORS IN ACTION JOURNAL

ACADEMIC INVESTIGATION

- How and why did you choose a particular theme related to *How the World Works: Global Perspectives*?
- Who engaged in the research?
- What was your research question?
- What are the different disciplines involved in the theme and study question(s)?
- What are the varied perspectives and points of view to explore?
- What are the details of your research plan (number and type of sources, deadlines for reporting, etc.)?
- What sources did each researcher consult?
- In what ways was the research challenging, and how did you overcome the challenges?
- How do you better understand what's happening in the world related to *How the World Works: Global Perspectives*?
- How did the discussions on the topic, themes and study questions proceed?
- What did you learn from analyzing and synthesizing the research? What are your research conclusions?
- How were the studies, research, analysis and conclusions shared?
- What are the questions remaining for further research?

EXERCISE OF LEADERSHIP AND LEADERSHIP EDUCATION/TRAINING

- Who is already working on this issue, and what can you learn from their leadership and strategies to address the issues?
- What processes did you use for setting goals, assigning roles, building a team, making decisions, staying motivated, empowering group members and recruiting people for the project?
- What lessons did you learn about servant leadership? How do you know that your leadership for the project was effective?
- What is the evidence for great teamwork, for example?
- Who are potential model leaders, mentors and coaches for you on your campus and in your community?
- With whom did you make connections, and what did you learn from them?
- Describe the details of resources you used and events you organized and designed to develop leadership skills necessary for the project to ensure greater impact.
- How did you and others overcome obstacles or challenges to your project?
- What feedback did you receive from participants about the leadership of the project, and how will you use the feedback?
- What specific leadership training (i.e., goal setting workshop, training in conducting academic research) did you engage in that helped hone your collective skills to complete this Honors in Action project?

ACTION

- How does your action tie directly to the research on the Honors Study Topic conducted by your team?
- What are the different ways you can overcome challenges related to the theme you chose?

- What specifically do you propose to do, and how does it relate to *How the World Works: Global Perspectives*?
- Whom will you serve (demographics, numbers, location, etc.)?
- What organizations exist in the world that are engaged in actions similar to what you aim to do? How does their work inform yours?
- What organizations exist locally that are engaged in actions (service, advocacy) similar to what you aim to do? What can you learn from their work?
- What is the specific impact you intend to make?
- What are the details of your strategies and plans?
- How are you going to measure the impact (quantitative measures and qualitative measures)?
- What are the specific results and impact of your research, leadership development and the resulting action?
- What are the reactions and feedback from the people and organizations with whom you collaborate?
- What is necessary for the project to be sustained and grow?
- How could other chapters or organizations adapt your work for their use?

COLLABORATION

- Who are the different people and audiences with whom you can collaborate at your college, in your community, in your region and beyond?
- How can you maximize the diversity and inclusivity for your project?
- What perspectives and points of view are represented in your teams? What benefits and challenges does diversity create?
- What is your public relations strategy? How will you measure its success?
- What communication strategies are you using to keep people informed and engaged?
- What are the details of meetings and events for planning, information gathering, presentations and debriefing and reflecting?
- What feedback do you receive from meeting and event participants about the connections they make with others? How will you use the feedback?

OUTCOMES

- How many people participated in your project from the academic research through completion of your work and reflection? In what specific ways did people participate?
- With whom did you collaborate in order to complete your project?
- What obstacles, big or small, did you overcome?
- In what ways did you stretch in terms of what your chapter had done with Honors in Action in the past?
- How did those who participated in your project evaluate it?
- How did chapter members grow as scholars and leaders who serve your community?

SAMPLE HONORS IN ACTION PROJECT

How the World Works: Global Perspectives

Theme: Innovation and Replication

Bringing the World Home through 3-D Printing and Art

Why and by what process did you choose this theme?

After participating in the Honors Institute and reviewing the Honors Program Guide we received, we set two brainstorming sessions during which we used film clips from the online recommendations to consider themes related to *How the World Works: Global Perspectives*. We then participated in a think, pair and share session where members brought their best ideas related to the Honors Study Topic themes and defended them with data from exploratory research. We agreed that one member's visit to the Smithsonian on vacation where she saw a 3-D printing of Van Gogh's *Sunflower* might be the key that opens the door to learning more about the way the world works. "Students," she asserted, "often do not leave town or get to travel to the big city, let alone get to travel to another country." Our research team worked with our campus' research librarian to find sources related to innovation and replication and 3-D printing. We read articles, most notably one from Metropolitan Museum of Art, and invited graphic design and art students from our chapter to help us analyze our research findings. We discussed 3-D printing and how it might help the world provide low cost solutions to community problems. Solutions to what? 3-D printed cars? That was one possibility, and we knew we were onto a topic about which we were all curious. With the growing popularity of 3-D printing, our chapter decided to explore Theme 7: Innovation and Replication.

What conclusions did your chapter reach based on your research, and how did these conclusions guide you to select the action part of your project?

Our research revealed that 3-D printing consisted of elements of both innovation and replication. We found 3-D printing could be used in myriad ways, ranging from simple items such as bottle openers and wine racks to more complex items like cars. We found skeptics. Lewis and Arthur (2015) argued 3-D printing will not be scalable for decades and has not advanced far enough to be truly impactful. We found many more scholars who believed 3-D printing is an innovation that will transform the way the world works. This led us to the question, "How can we use 3-D printing to help bring the world into the local community?" Further research

guided us to the realization that students in our community knew little about great art masterpieces of the world and the roles they have historically played in visual understanding of how the world works. Based on these conclusions, our working hypothesis became: 3-D printing provides a unique opportunity to bring some masterpieces housed in famous museums around the world to children in local schools who might otherwise never be able to see them. What an opportunity to share how innovation and replication, through 3-D printing and art, have shaped the world in which we live!

Summarize your objectives for this Honors in Action project and the process by which the chapter set these objectives.

Our first objective was to establish a research team to guide the selection of our Honors Study Topic theme, organize and share the team's research, and lead chapter members to determine the action to take that would link our research to a need in our community. To explore our working hypothesis, we sought general resources related to 3-D printing and, as we narrowed our focus, to those pieces of global art considered masterpieces by scholars.



SAMPLE PROJECT (cont.)

Our research conclusions led to the following objectives:

- Show a direct connection between our research about innovation and replication, 3-D printing, art, and how the world works from global perspectives and the action we developed from our research findings.
- Host an event at the college to which students, college employees and community members are invited to network and, from our contacts, determine collaborators who will help us grow as scholars and leaders and help us successfully organize and implement our project.
- Find community partners to help us understand 3-D printing, how it works, and how we can use it to create work for our art show.
- Determine the people in our local school system who can serve as partners and help us secure permission to work with students in the district.

With whom did you collaborate for this Honors in Action project?

To successfully complete this project, members collaborated with people on campus who were not previously active with the chapter's work, including the Student Government Association and the Student Art Association. They worked with us to host a murder mystery dinner for our college and community at which we were able to share our research findings and, from those findings, what we hoped to do in our community with their collaboration. The dinner was a success. The food was donated by our college's culinary department, the gallery space donated by our college art department, and the beverages were donated by a local purveyor. Networking at the dinner and with our college's Foundation Board helped us secure many of our community collaborators:

- Our local school superintendent allocated \$500 toward the cost of a 3-D printer.
- The county commissioner allocated \$500 toward the cost of the 3-D printer.
- The El Paso Foundation donated \$1,000.
- The Student Government Association printed the tickets to the dinner.
- ACME 3-D Printing Company and Professor Mia Shatner from a local university trained us and then worked with our chapter and the K-12 teachers with whom we collaborated to help us understand and operate the 3-D printer. ACME 3-D Printing Company also donated PLA polyamide for the printing of the art.
- The Metropolitan Museum of Art and ACME 3-D Printing Company provided five files for us to print that represented global art, including the bust of Nefertiti.
- The El Paso School agreed to allow us to use their space to host a 3-D art show to help students learn how the world works through innovation and replication.

On campus, we collaborated with:

- Members and officers of our Student Government Association and Student Art Association
- Art and graphic arts departments faculty
- Facilities administrators
- Our research librarians who helped us set direction for our academic research and the director of the library who agreed to show the 3-D art in the library after our project was completed in the school system

Finally, we brought our 3-D art show to our regional conference and shared our findings there with fellow Phi Theta Kappa members from across our state and sent photos of our art show to museums who had granted permission to replicate the pieces of art housed in their galleries.

Describe the leadership of chapter members that contributed to the planning, preparations and implementation of this Honors in Action project. The exercise of leadership may come from groups/committees, officers and non-officers. Leadership roles are not necessarily those that come with titles.

Over the course of the project, we formed several teams to work on 1) researching How the World Works: Global Perspectives as it relates to innovation and replication, 2) organizing our networking murder mystery dinner, 3) making contacts and following through to secure access to our local school system. The chairs and co-chairs of each team formed the Honors in Action Council which was responsible for developing and sharing a project plan with chapter members and advisors and, as needed, adjusting our plan to better suit our needs and goals. In addition to a project plan, we developed a marketing plan to reach out to students and employees and gathered a team of students, faculty and administrators who helped us reflect on each step of our project, so we could grow as scholars and leaders from their coaching.

Describe leadership education and training activities taken to specifically help chapter members be more effective leaders in this Honors in Action project.

The chapter officers met to discuss the necessary skills required for developing 3-D art that could be created for a public school art show. We quickly determined that despite our keen interest in the subject, we knew little about 3-D printing. To address this, we invited a graphic artist from our college, an artist from our local university and an expert from a local printing company who specializes in 3-D printing to conduct a workshop for our entire Honors in Action team. We learned the basics about how 3-D printing works and how to effectively use the printer. In addition, the graphic artists taught us how to look at and see art and how to print 3-D art that was aesthetically interesting, eye-catching and related to how the world works from global perspectives.

Describe the service or action components that were inspired by the Honors In Action research.

To highlight our research findings regarding the theme of innovation and replication and its impact on global perspectives about how the world works, we looked at community problems our action might address. Our research team found that funding for local school art programs had been systematically cut over the past three years. Since our research showed that being exposed to the arts is a form of social capital for students, we used what we learned about 3-D printing and the visual arts to organize an art show featuring 25 artworks we gained permission from seven museums to replicate using a 3-D printer. We met with our college's art faculty and the graphic artists who helped us learn about 3-D printing to determine which 25 pieces of art available to us represented the most inclusive look at global perspectives of how the world works. They and our communications professors helped us hone our written and verbal explanations about each piece of art in the show. Many of the pieces we selected for the show were innovative, even shocking, in their eras and helped us discuss with students how they depicted how the world works from artists' perspectives. Through the replication of these masterpieces, K-12 students gained an up-close and personal experience with art and were able to study line, form, color and media to experience how artistic expression illuminates how the world works. They learned as well about the way 3-D printers can replicate once-innovative works of art. Mia Shatner, one of the graphic artists who trained us to look at art, worked the show to demonstrate to participants how to create a piece of art using a 3-D printer.

What were the quantitative and qualitative outcomes of your project, including the lessons learned by your chapter members and others?

Our team has grown individually and collectively as a result of organizing, implementing and reflecting on our Honors in Action project. We were able to motivate 20 chapter volunteers to work on the project, which was a record for us. Our networking murder mystery dinner attracted 45 people, 25 of whom helped in some way with the project. We learned a lot about art and about 3-D printing, which made our art show much more effective, interesting and intellectual than it otherwise might have been. We had been interested in working with our local school system for several years, but had been unable to gain permission. With careful planning and networking we were able for the first time in our chapter's history to gain access to working with teachers and students. Not only were we able to share our research with them, but we secured permission to host our art show at one local school to which we invited teachers, parents and students from all schools in the district. Fifty students, teachers and parents participated in our show along with 25 members of our college campus. From the evaluation of the event we distributed, 88 percent of participants told us they learned something they had not known about global perspectives concerning innovation,

replication and how the world works. Ninety-eight percent of participants marveled at how effective 3-D printing was as a tool to replicate visual arts masterpieces. Forty percent of participants had never seen a masterpiece in person, and while our work was a replication of those pieces of art, 77 percent of participants agreed that seeing good reproductions of the pieces in person was an effective way to learn more about art and the ways it helps us learn more about how the world works.

We were able to share our work and the pieces of 3-D art with 100 members at our regional conference. One thing that surprised us at the end of the show was that a member of the community asked if she could purchase one piece that was a 3-D printed version of an African sculpture. We learned from that and other experiences throughout our project that we should prepare for all possibilities with the creation of back-up plans for all aspects of events.

What is left undone or what opportunities remain for the future?

The 3-D art show generated a lot of interest within the community and articles, including a feature that showcased the art and Phi Theta Kappa's Honors Study Topic, appeared in local newspapers. As a result, local libraries and museums contacted the chapter and asked to showcase the pieces within their venues. We were happy to oblige and have organized a traveling schedule for the show. When not on display in sites around the area, the printed pieces will be on display in our college library.

HONORS PROGRAM COUNCIL

The Phi Theta Kappa Honors Program Council is responsible for making recommendations to headquarters staff about the new Honors Study Topic and Honors in Action every two years and for assisting with the compilation of the Honors Program Guide. Made up of Phi Theta Kappa advisors, headquarters staff and consultants, members of the Honors Program Council are selected by application for their broad knowledge of the Honors Study Topic and Phi Theta Kappa's integrated approach to the Hallmarks. Members of the Council also represent balance in academic disciplines.



SUSAN FREDA EDWARDS, CHAIR
Dean of Academic Affairs and Honors Programs
Phi Theta Kappa
Cypress, Texas



PROF. GLENN F. ROHLFING, JR.
Collaborative Learning Representative
Pikes Peak Community College
Colorado Springs, Colorado



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Dean of Leadership Development and Service Learning
Phi Theta Kappa
Chicago, Illinois



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Tortola, British Virgin Islands



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Honors Consultant
Sun City West, Arizona



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STEM Representative
Trident Technical College
Charleston, South Carolina



PROF. JOSEPHINE MORRIS FRITTS
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Chief Student Engagement Officer
Phi Theta Kappa
Keller, Texas



DR. MELISSA WEINBRENNER FULGHAM
Leadership Development Representative
Northeast Texas Community College
Mount Pleasant, Texas



DR. JOHANNAH BELL WILLIAMS
STEM Representative
Hinds Community College
Raymond, Mississippi



THE LATE DEAN MARGO HAMM
Service Learning Representative
Somerset Community College
Somerset, Kentucky



PROF. LISA SCHROEDER YORK
Cultural Studies Representative
Asheville-Buncombe Technical
Community College
Asheville, North Carolina



PROF. LARA A. ROEMER
Service Learning Representative
Carl Sandburg College
Galesburg, Illinois

PHI THETA KAPPA HONORS INSTITUTE TOPICS AND SITES

- 1968** Our Cultural Heritage: 1800-1860
Endicott College, Beverly, Massachusetts
- 1969** The Changing Nature of American Society: A Challenge to Government
Marymount College of Virginia, Arlington, Virginia
- 1970** A Study of Twentieth-Century Drama
Bennett College, Millbrook, New York
- 1971** Man, A Part of Nature/Man, Apart from Nature
Fort Lewis College, Durango, Colorado
- 1972** The State of Our Nation: Toward Responsible Contributory Citizenship
American University, Washington, D.C.
- 1973** Voices of Human Experience, I
Endicott College, Beverly, Massachusetts
- 1974** Voices of Human Experience, II
Ferrum College, Ferrum, Virginia
- 1975** Franklin and Jefferson: Apostles in '76
University of Richmond, Richmond, Virginia
- 1976** William Faulkner: The Man, His Land, His Legend
University of Mississippi, Oxford, Mississippi
- 1977** Music: The Listener's Art
Cumberland College, Lebanon, Tennessee
- 1978** Man Alive: Can He Survive?
Fort Lewis College, Durango, Colorado
- 1979** The Brilliant Future of Man: Problem Solving Time
Lees-McRae College, Banner Elk, North Carolina
- 1980** A Time for Truth
Endicott College, Beverly, Massachusetts
- 1981** Man in Crisis: A Quest for Values
State University of New York, Purchase, New York
- 1982** The Short Story: Mirror of Humanity
University of Southern Mississippi, Long Beach, Mississippi
- 1983** Signed by the Masters
C.W. Post College on Long Island, Greenvale, New York
- 1984** America, A World-Class Citizen: Image and Reality
University of Southern Mississippi, Long Beach, Mississippi
- 1985** Ethics and Today's Media: An Endangered Alliance?
Fort Lewis College, Durango, Colorado
- 1986** The American Dream: Past, Present, and Future
Trinity University, San Antonio, Texas
- 1987** The U.S. Constitution: Assuring Continuity Through Controversy
University of Virginia, Charlottesville, Virginia
- 1988** The Character and Climate of Leadership: Old Frontiers and New Frontiers
Western Washington University, Bellingham, Washington
- 1989** The Americas: Distant Neighbors Building Bridges
University of Ottawa, Ottawa, Ontario, Canada
- 1990** Civilization at Risk: Challenge of the 90s
Adelphi University, Long Island, New York
- 1991** The Paradox of Freedom: A Global Dilemma
University of Minnesota, Minneapolis, Minnesota
- 1992** 1492-1992: The Dynamics of Discovery
College of the Holy Cross, Worcester, Massachusetts
- 1993** Our Complex World: Balancing Unity and Diversity
Elizabethtown College, Elizabethtown, Pennsylvania
- 1994** Science, Humanity and Technology: Shaping a New Creation
Eastern Michigan University, Ypsilanti, Michigan
- 1995** Rights, Privileges and Responsibilities: An Indelicate Balance
Chapman University, Orange, California
- 1996** The Arts: Landscape of Our Time
Bryant College, Smithfield, Rhode Island
- 1997** Family: Myth, Metaphor and Reality
Western Washington University, Bellingham, Washington
- 1998** The Pursuit of Happiness: Conflicting Visions and Values
The College of William and Mary, Williamsburg, Virginia
- 1999** The New Millennium: The Past As Prologue
The Catholic University of America, Washington, D.C.
- 2000** In the Midst of Water: Origin and Destiny of Life
The University of San Diego, San Diego, California
- 2001** Customs, Traditions, and Celebrations: The Human Drive for Community
Georgia Institute of Technology, Atlanta, Georgia
- 2002** Dimensions and Directions of Health: Choices in the Maze
Furman University, Greenville, South Carolina
- 2003** Dimensions and Directions of Health: Choices in the Maze
The Catholic University of America, Washington, D.C.
- 2004** Popular Culture: Shaping and Reflecting Who We Are
University of California, Los Angeles, California
- 2005** Popular Culture: Shaping and Reflecting Who We Are
University of Nevada Las Vegas, Las Vegas, Nevada
- 2006** Gold, Gods, and Glory: The Global Dynamics of Power
University of Delaware, Newark, Delaware
- 2007** Gold, Gods, and Glory: The Global Dynamics of Power
Wheaton College, Wheaton, Illinois
- 2008** The Paradox of Affluence: Choices Challenges, and Consequences
San Francisco State University, San Francisco, California
- 2009** The Paradox of Affluence: Choices, Challenges, and Consequences
University of Richmond, Richmond, Virginia
- 2010** The Democratization of Information: Power, Peril, and Promise
Chapman University, Orange, California
- 2011** The Democratization of Information: Power, Peril, and Promise
Boston University, Boston, Massachusetts
- 2012** The Culture of Competition
The University of Denver, Denver, Colorado
- 2013** The Culture of Competition
Villanova University, Villanova, Pennsylvania
- 2014** Frontiers and the Spirit of Exploration
Washington University, St. Louis, Missouri
- 2015** Frontiers and the Spirit of Exploration
University of New Mexico, Albuquerque, New Mexico
- 2016** How the World Works: Global Perspectives
Wake Forest University, Winston-Salem, North Carolina



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