



New College of Florida
The Honors College

**New College of Florida Board of Trustees
Academic, Student, and External Affairs Committee Meeting
July 31, 2026 at 2:00 – 3:00 PM (EST)**

To Join Virtually Visit:

<https://ncf.zoom.us/j/96077737486?pwd=h6Uao3DKuXGxi7KbQqkMNatbTRv7fx.1>
Passcode:144782

Meeting Agenda

- 1. Call to Order – Roll Call, Establish Quorum, Confirm Notice of Public Meeting**
Committee members: Trustee Bauerlein, Chair, Trustee Anderson, Trustee Harvey, Trustee Jacquot, Trustee Kesler, Trustee Rish, Trustee Spalding, Trustee Jenks, Chair of BOT (Ex-Officio)
- 2. Approval of May 8, 2026 Committee Meeting Minutes (Action Item)**
- 3. General Education Courses for AY 27-28 (Action Item)**
- 4. Closing Remarks and Adjournment**

**New College of Florida Board of Trustees
Academic Affairs, Student, and External Affairs Committee Meeting
Draft Minutes for May 8, 2026**

In attendance via Zoom:

Trustee Bauerlein (Committee Chair), and Trustee Committee Members Trustee Anderson, Trustee Harvey, Trustee Jacquot, Trustee Rish, Trustee Spalding, Chair Debra Jenks (Ex-Officio). Not in attendance: Trustee Kesler

In addition, David Brickhouse, Richard Corcoran, Christie Fitz-Patrick, David Rohrbacher were present.

Call to Order

Chair Bauerlein called the meeting to order at 2:03 pm. Roll call was taken and quorum was established. Meeting has been publicly noticed.

Approval of May 8, 2026 Committee Meeting Minutes (Action Item)

A motion to approve the meeting minutes for the May 8, 2026 Committee Meeting was made by Trustee Jenks, seconded by Trustee Harvey and was approved by voice vote unanimously.

Approval of Tenure Track Candidate (Action Item) – Dr. Mark Dancigers

A motion to recommend to the full board approval of Dr. Mark Dancigers for tenure was made by Trustee Jenks, seconded by Trustee Harvey and was approved by voice vote unanimously.

Approval of Tenure Track Candidate (Action Item) – Dr. Fahmida Hamid

A motion to recommend to the full board approval of Dr. Fahmida Hamid for tenure was made by Trustee Jenks, seconded by Trustee Harvey and was approved by voice vote unanimously.

Approval of Tenure Track Candidate (Action Item) – Dr. Jeffrey Hanson

A motion to recommend to the full board approval of Dr. Jeffrey Hanson for tenure was made by Trustee Harvey, seconded by Trustee Jenks and was approved by voice vote unanimously.

Approval of Tenure Track Candidate (Action Item) – Dr. Will Hustwit

A motion to recommend to the full board approval of Dr. Will Hustwit for tenure was made by Trustee Harvey, seconded by Trustee Jenks and was approved by voice vote unanimously.

General Education Courses for AY 27-28 (Action Item)

Following a discussion regarding syllabus standards, modern topics, and course selection criteria, a motion to recommend to the full board approval of all proposed General Education courses for AY 27-28, with the exception of four specific courses (Law and Religion, Introduction to the Novel, and two Science Fiction courses) held for further review, was made by Trustee Spalding, seconded by Trustee Anderson, and was approved by voice vote unanimously.

Closing Remarks and Adjournment

There being no other business, the meeting was adjourned at 2:50 pm

Respectfully submitted,

Christie Fitz-Patrick

BOT Liaison/Chief of Staff/Vice President of Finance & Administration

DRAFT

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: July 31, 2026

SUBJECT: General Education Courses for AY 27-28

PROPOSED BOARD ACTION

Approve for submission to BOG the following courses:

LIT 2012, Introduction to the Novel
POS 4624, Law and Religion
IDS xxxx, Human Flourishing I (Micro)
IDS xxxx, Human Flourishing II (Macro)

BACKGROUND INFORMATION

The proposals meet the General Education Elective Requirements, at New College under the category of Enduring Human Questions.

Supporting Documentation Included: Course syllabuses

Facilitators/Presenters: Provost David Rohrbacher

LIT 2012

Title

Introduction to the Novel

Instructor

John Park

Course Description

Since Aristotle's Poetics, literature has been recognized to be the medium *par excellence* for representing action. When attributed to literary characters, the foregrounding of action allowed for inner characters to be externalized and made visible for recognition. The rise of novelistic discourse allowed for a play between background and foreground, which then enabled protagonists who are unable to act to be foregrounded. What this change in the mode of literary representation ultimately set about was the shift in emphasis from representation of action to representation as action.

Students will study this shift at work in the assigned novellas by learning to analyze the interplay of background and foreground, representation of society and the mode by which an individual interacts with society, and ways to distinguish narrative structure from literary style. Throughout the course, students will learn to write analysis of literary texts.

Student Expectation

Active attendance is of prime importance. No use of electronics allowed in class except for special cases. Students caught using their phones in class will be given a verbal warning after class for first offence, email written warning after second, and for the third time, an email stating that the student will receive "UNSAT" at the end of semester.

3 unexcused absences are allowed. Further absences will require an explanation of the surrounding circumstances verbally or by email. Excessive absences will result in an email stating that student will receive "UNSAT" at the end of semester. Regular tardy will result in an email warning; if it persists, an email stating that the student will receive "UNSAT" at the end of semester.

Expectation for Reading

Students are expected to have read the entire novella before the book is first discussed in class.

All the novellas are short.

If you have trouble understanding the reading, you need to email me as early in the semester as possible to design a more segmented reading schedule that suits your capability.

Expectation for Writing

There will be an in-class 1-page handwritten writing assignment upon completion of each book.

If you are absent on the day of in-class writing, you need to email me to schedule an office hour to complete your writing assignment.

3 Essay Exams at the Testing Center: September 25; October 30; December 4

AI usage is prohibited. Since the Testing Center will disable any Internet access, there will be no AI usage during testing. If a student is caught somehow using AI, the student will receive an email stating that the student will receive “UNSAT” at the end of semester.

Areas of Evaluation

While there is no grading rubric, the following three areas of student’s work will be used for evaluation:

1. Active Attendance: Students will attend all classes, on-time and with the assigned reading read. For every class, students will be asked to analyze a sentence from the assigned reading.
2. In-Class Writing Work: Students are expected not only to complete their in-class writing assignments, but to consider the comments and edits from the professors so as to improve as commented on and reduce the grammatical errors and typos such as incomplete sentences.
3. Exams.

Course Policy

No use of electronics in classroom. See above regarding use of AI in exams. Prompt response to emails from professor expected.

Readings (All Required)

1. Hugo: *Last Days of a Condemned Man*
2. Balzac: *Colonel Chabert*
3. Flaubert: *A Simple Heart*
4. Stevenson: *The Strange Case of Jekyll and Hyde*
5. Melville: *Bartleby, the Scrivener*
6. Kafka: *Metamorphosis*
7. Tolstoy: *The Death of Ivan Ilyich*
8. Camus: *The Stranger*
9. Coetzee: *Waiting for the Barbarians*

Schedule

8/18 Introduction to Course

8/21 Hugo

8/25 Hugo

8/28 Academic Writing Workshop and In-Class Writing

9/1 Balzac
9/4 Balzac
9/8 Academic Writing Workshop and In-Class Writing
9/11 Flaubert
9/15 Flaubert
9/18 Academic Writing Workshop and In-Class Writing
9/22 Comparative Review of Hugo, Balzac, Flaubert
9/25 Exam 1
9/29 Stevenson
10/2 Stevenson (In-Class Writing)
10/6 No Class
10/9 No Class
10/13 Melville
10/16 Melville (In-Class Writing)
10/20 Kafka
10/23 Kafka (In-Class Writing)
10/27 Comparative Review of Stevenson, Melville, Kafka
10/30 Exam 2
11/3 Tolstoy
11/6 Tolstoy (In-Class Writing)
11/10 Camus
11/13 Camus (In-Class Writing)
11/17 Coetzee
11/20 Coetzee
11/24 Coetzee (In-Class Writing)
12/1 Comparative Review of Tolstoy, Camus, Coetzee
12/4 Final Exam



New College of Florida

The Honors College

SYLLABUS: LAW AND RELIGION

REL X127 A SURVEY OF CHURCH-STATE RELATIONS IN THE UNITED STATES FROM COLONIAL TIMES TO THE PRESENT, WITH EMPHASIS ON CHURCH-STATE THEORY, CRUCIAL COURT DECISIONS, CONTROVERSIES, AND UNRESOLVED CONTEMPORARY ISSUES.

Term: Spring 2027

Institution: New College of Florida

Instructor: Dr. Stanley Fish

Office Hours: [TBD]

Email: stfish@ncf.edu

1. Course Description

Until recently in the world's history, religion has been the source not only of spiritual solace but of morality, law, education, political structure and just about everything else in daily life. It is only in the 17th century that there emerges the idea of a religious sphere--a special place--in which religion is confined. The quarantining of religion has gone hand in hand with the establishment of the secular state, the state that looks for guidance not to the commands of a deity, but to a scheme of political organization that derives its marching orders from its own procedures. How does that work? Can it work? These and other urgent questions are not merely theoretical. They are real questions; they are continually raised and provisionally answered in the course of what had been called the American Experiment, the effort to build a community that does not justify itself by continual reference to a transcendent norm.

For most of our history in the US, the separation of church and state, as articulated by Thomas Jefferson, has been the rule, although periodically there have been attempts to bring church and state together as mutually reinforcing authorities. We are now in such a time. The key question is who or what is to rule. Should we conform ourselves to the precepts of natural Law—Law given by God or Reason or Human Nature—or should we conform ourselves to the particular laws put in place by legislators, often called positive law?

The constitution's religion clause, as found in the First Amendment, offers a formula designed to clarify the relationship between church and state, but the clarification has turned out to produce problems of its own. The religion clause has two parts, the Establishment clause and the Free Exercise clause. They are presented as if they belong together and form a unit, but under many interpretations, they seem to fall apart. The establishment clause says, in effect, that the state should not become captive to a religious perspective. There should be no established religion that generates or is a significant part of the law. So, the establishment clause is intended to protect the independence of the state from religious influence. But, the free exercise clause declares that citizens should not be burdened by any law that restricts the performance of their religious duties.

Under one interpretation, the establishment clause is just such a restriction because it says to religious believers you cannot bring your religious commitment into the public political square. The tension between the two clauses has produced a jurisprudence which repeatedly tries to rearticulate the relationship between church and state in a way that neither disadvantages believers nor undermines the independence of the civil political order. In this course, we will consider the history of this ongoing discussion and come to an understanding of the ways in which religion in our tradition is both a highly valued resource and, in the eyes of some, a danger.

2. Course Scope & Themes

Complementing the description above, this course explores the deep philosophical tensions inherent in the First Amendment:

The Religion Clause sits oddly in a constitution where a first premise is the equality of all speech or discourse before the law. That premise is a centerpiece of Liberalism—a theory of government where authority is a "bottom-up" structure residing in the individual rather than an antecedent authority (God, monarchy, etc.).

- **The Conflict:** The Liberal state encourages questioning and challenging received wisdom. Traditional religion often relies on adherence to revealed truth.
- **The Mystery:** Why does the First Amendment of a Liberal state single out religion for special attention?
- **The Reality:** We will read case after case where the word "religion" appears, but is rarely defined. We will explore the failure of the two clauses (Establishment and Free Exercise) to cohere, mirroring the Liberal state's struggle to define religion itself.

By the end of the course, you will be (a) in possession of the landmark cases that mark the turns in this epic legal saga and (b) fully conversant with the philosophical and moral issues that intersect with specific legal questions.

3. Student Learning Objectives

(General Education: Enduring Human Questions)

In alignment with Florida General Education requirements for Critical Thinking and Civic Literacy:

Constitutional Analysis: Differentiate between the foundations of Natural Law and Positive Law, and deconstruct the inherent tensions between the Establishment Clause and the Free Exercise Clause.

Historical Reasoning: Trace the evolution of the "separation of church and state" from the founding era to contemporary attempts to reintegrate religious and civil authority.

Jurisprudential Evaluation: Evaluate landmark Supreme Court jurisprudence to determine how judicial interpretations of religious freedom have shifted over time.

Civic Argumentation: Formulate evidence-based arguments assessing whether religion functions primarily as a "resource" or a "danger" to the modern American state, critiquing the limitations placed on religious believers in the public square.

4. Materials

Required Text: Leslie C. Griffin, *Law and Religion: Cases and Materials* (5th ed. 2022).

Note: Supplemental readings for cases decided after 2017 (e.g., *Kennedy v. Bremerton*, 303 *Creative*) will be provided in class or via Canvas.

5. Course Policies & Grading

Attendance

Attendance in every class is assumed and expected. If you cannot attend, please let me know in advance. I expect you to catch up and be prepared for the following class.

Assignments

Weekly Discussion Questions: In advance of each class, students will be given questions geared to the assigned materials. Each student will select a question they are prepared to discuss.

Response Papers (30%): On **eight (8)** occasions throughout the semester, each student will submit a written answer to their chosen question. Length: 250–400 words.

Class Participation (20%): Based on active engagement and discussion of the daily questions.

Final Research Paper (50%): A substantial paper of 3,500–4,000 words.

Final Paper Options

1. **Comparative Religious Freedom:** Use Chapter 8 (not covered in class) to analyze a specific legal issue in U.S. Law compared to the law of another country.
2. **Recent Jurisprudence:** Analyze Supreme Court religion clause decisions handed down in the most recent terms (**2024–2026**). Analyze these decisions in relation to the course themes.
3. **Student-Proposed Topic:** Students may submit a proposal for a unique topic.

Prospectus Due: By **March 12, 2027** (approx. mid-semester), each student must submit a 900–1,100 word outline/prospectus.

Reasonable Accommodations

In compliance with the Americans with Disabilities Act, New College of Florida will provide classroom and academic accommodations to students with documented disabilities. Students in need of academic accommodations need to contact and register with the Accessible Learning Center (ALC). Once registered, students will receive a letter of eligibility outlining their approved accommodations, as well as relevant information, forms, and processes. Students are responsible for sharing this letter with their instructors. It is encouraged that students and instructors collaborate throughout the semester to ensure the effective implementation of accommodations. Accessible Learning Center Contact Information: Phone: 941-487-4484. Email: aalc@ncf.edu. For more information: <https://www.ncf.edu/departments/advocacy-accessibility/>

Academic Integrity

Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty. The use of notes, textbook and any tool such as translators is allowed only for in class work and daily homework and will constitute plagiarism if used for formal assessments. For more information: <https://catalog.ncf.edu/undergraduate/academic-integrity/>

Title IX

New College of Florida is committed to equal access to education pursuant to the Title IX of the Educational Amendments of 1972. Please contact our Title IX coordinator (titleix@ncf.edu) or see the website: <https://www.ncf.edu/departments/the-department-of-title-ix-and-civil-rightscompliance/>

6. Course Schedule (Spring 2027)

Dates are approximate and subject to change.

Week 1: Religious Freedom in the Early Modern Period

- **Readings:** John Milton, *Areopagitica*; John Locke *Letter on Toleration*

Week 2: Religious Freedom in the Modern Period

Readings: James Madison, *Memorial and Remonstrance*; Thomas Jefferson, *Letter to the Danbury Baptists*, John Stuart Mill, *On Liberty* (chapter 2); John F. Kennedy, *Speech to the Greater Houston Ministerial Association*.

Week 3: Foundations of Free Exercise; Defining Religion & Belief

Readings: Chapter 1: Free Exercise of Religion (Text 1–29, 34–41)

Week 4: Introduction to Establishment; The Establishment Clause in History

- **Readings:** Chapter 2: Introduction to Establishment (Text 45–83, 689–702)

Week 5: Separation vs. Accommodation

- **Readings:** Chapter 2 Continued (Text 84–102)

Week 6: What Is an Establishment of Religion?

- **Readings:** Chapter 3: What Is an Establishment of Religion (Text 102–126)

Week 7: The Lemon Test and Beyond

- **Readings:** Chapter 3 Continued (Text 127–147)

Week 8: Government Funding & Religious Institutions

- **Readings:** Chapter 3 Continued (Text 147–163)
- **Case Focus:** *Trinity Lutheran Church of Columbia, Inc. v. Comer* (and recent updates like *Carson v. Makin*).

Week 9: Statutory Protections

- **Readings:** Chapter 3 Continued (163–180); Chapter 4: Constitutional and Statutory Protection of Free Exercise (Text 181–201)

Week 10: RFRA and the Smith Decision

- **Readings:** Chapter 4 Continued (Text 201–219)

Week 11: Conscience & Complicity

- **Readings:** Chapter 5: Conscience, Complicity, and Conscientious Objection (Text 219–244)
- *Discussion:* Conscientious objection in healthcare and military contexts.

Week 12: Individual vs. Institutional Freedom

- **Readings:** Chapter 6: Conflicts Between Individual and Institutional Religious Freedom (Text 299–344)
- **Assignment Due:** Final Paper Prospectus.

Week 13: Religious Land Use (RLUIPA)

- **Readings:** Chapter 7: RLUIPA (Text 395–442)

Week 14: Religion and Politics

- **Readings:** Chapter 9: Religion and Politics (Text 529–579)

Week 15: Teaching Religion & Science

- **Readings:** Chapter 10: Teaching About Religion and Science (Text 603–660)

Week 16: Finals Week

- **Final Paper Due**

Human Flourishing I & II (micro & macro) [IDS xxxx]
Prof. Mark Bitz & Dr. Tyler Fisher

Introduction

This sequence of interdisciplinary courses comprises a vigorous and rigorous tour of prominent self-improvement books from the past hundred years, alongside selections from **Great Books** of the Western tradition, e.g. Stephen Covey's *7 Habits of Highly Effective People* in dialogue with Benjamin Franklin's autobiography, or Ed Catmull's *Creativity, Inc.* (2014) alongside Plato's *Ion*. This approach empowers students to discern what is timely and timeless from the pages of what is sometimes called "success literature" or "wisdom literature" across the ages, while they also learn to enhance and articulate their own strengths and purpose in relation to our broader society. Through active class discussions of curated readings, facilitated by a retired CEO and a literary scholar as instructors, this course critically examines perspectives and practices that enable individuals (micro-level) and groups (macro) to flourish and that elevate the trajectory of people's lives. Topics include Perspectives on Developments in Natural History; Human Nature; American and Western Culture; Edifying Habits; Executive Function; Nutrition and Health; Thrift and Investment; Affiliation; Leadership; and Teamwork.

An **Introductory Lecture** (on Aristotle's definitions of virtue and key passages from Plato's *Republic*) lays a foundational approach for the course's ensuing exploration of big ideas about Human Flourishing, equipping students to perceive this as a coherent conversation across time, a continuum across points of connection. A **Cornerstone Lecture**, about midway through the course, features a relevant public intellectual as a guest speaker, in collaboration with The Markovitz Socratic Stage.

This course sequence is integral to New College's **Logos Curriculum** because the courses' written and spoken components, by design, sharpen students' reasoning ability, logic, reflective discourse, and communication.

Enduring Human Questions

The courses' discussion-based seminars explore vital questions regarding individual purpose and societal wellbeing. Key questions for dialogue and critical reflection include the following:
How much are we products of the past? How does culture, a type of human software, impact our own lives and that of others? Which aspects of human life are instinctual, and which are learned? In what ways are humans emotional and rational?
How is American culture different from other cultures?
How do I discern my purpose and make the most of life? How can I significantly improve my wellbeing and effectiveness? How do we form empowering habits and break debilitating ones?
These questions can be helpful at any stage of life but are especially important at the juncture of an undergraduate's earliest semesters in College. In purposeful dialogue with instructors and peers, the answers that students formulate to these questions can prepare them to flourish in their curricular and co-curricular endeavors.

Objectives

The philosophy of the liberal arts and sciences proposes the well-rounded individual as its goal: academically superior, socially and culturally aware, service-oriented, dedicated to lifelong learning, intellectually curious, and creative. In service to this philosophy, the primary goal of this course sequence is for students to engage with significant ideas regarding Human Flourishing from across time, and to master the ideas most relevant to their own flourishing. It is

also the case that, by engaging deeply with these ideas, some students will find scholarship programs, such as the Fulbright and Rhodes Scholarships, that recognize exemplary ability in varied fields of scientific, artistic, political, intellectual, and humanitarian endeavor. Many elite universities offer preparatory programs to their most outstanding students in order to hone their readiness to compete successfully for these scholarships. In this sense, the Human Flourishing course sequence is a way for New College to establish a formal preparatory program, albeit more effective in its deliberately oblique approach to such preparation.

[SLS or IDS xxxx] Human Flourishing 1 (Micro)

Fall 2026, 4 hrs.

New College of Florida, The Honors College

No Pre- or Co-Requisites

Instructors:

Mark W. Bitz, New College of Florida, Presidential Scholar

B.S. Purdue University; M.S. Cornell University; President's Leadership Program, Harvard Business School.

Tyler Fisher

New College of Florida, Presidential Scholar; Director, Prestigious Scholarships and Fellowships

BA, MPhil, MA, DPhil Oxon.

Course Description: This interdisciplinary course critically examines perspectives and practices that enable individuals and groups to flourish and that elevate the trajectory of people's lives. The course approaches this vast topic through reading and discussion of prominent self-improvement books from the past hundred years, alongside selections from Great Books of the Western tradition. Topics include Perspectives on Developments in Natural History, Life, and Culture; Human Nature; American and Western Culture; and the Elevating Practices of Edifying Habits, Executive Function, Accomplishment, Nutrition, Health, Thrift and Investment, Affiliation, Leadership, and Teamwork.

Class Time, Location, Communication:

Tues & Thurs, 11:00-12:15am.

Location TBC.

If you email or text, the instructor will generally reply within 24 hours.

Office Hours by appointment: TBC, location: Library, email instructor the day before to arrange.

Introductory Lecture & Cornerstone Lecture

The most prominent German poet, Johann Wolfgang von Goethe, once said, "Of all peoples, the Greeks have dreamt the dream of life best." Conceptually and chronologically, as a foundation for this course's study of idealized Human Flourishing, the **Introductory Lecture** begins with the Greek "dream of life," as epitomized in Aristotle's philosophy, specifically Aristotle's definitions of human virtue and flourishing, with a focus on key passages from the *Nicomachean Ethics*. Direct engagement with this text lays a foundational approach for the course's ensuing exploration of big ideas about Human Flourishing, equipping students to perceive this as a coherent conversation across time, a continuum across points of connection.

The course's **Cornerstone Lecture**, about midway through the semester, will feature a relevant public intellectual as a guest speaker, in collaboration with The Markovitz Socratic Stage. Students will prepare thoughtful questions for the occasion in advance, based on the course readings and the guest lecturer's recent work. Possible guests include Dr. Kevin Majeres ("Optimal Work" podcast) and Spencer Klavan ("Young Heretics" podcast).

Required Books:

1. Merrill & Merrill's *Life Matters*.
2. Golding's *The Lord of the Flies*.
3. Covey's *The 7 Habits of Highly Effective People*.
4. Franklin's *The Autobiography of Benjamin Franklin*.

Each student will receive a copy of David Christian's *Origin Story: A Big History of Everything* and John Wooden's *My Personal Best*.

Clason's *The Richest Man in Babylon* and Hoff's *The Tao of Pooh* may be read online or in the JBC Library, or they may be listened to on Hoopla or Libby via a public library.

The other assigned readings are on reserve in the Library and available from the Reading List on Canvas.

Difficult-to-measure objectives of this course are for students to develop:

- a greater appreciation of the natural order, science, the universe, life, culture, and human nature;
- increased awareness of the interdependence of individuals, families, groups, education, enterprise, government, and culture;
- greater executive function or the ability to self-program, develop constructive habits, check destructive ones, and make advantageous life choices;
- a working knowledge of the perspectives, practices, and institutions, which check our distorted perceptions, self-centeredness, trespasses, and groupthink vis-à-vis those that elevate our individual and group function, and enable us to protect ourselves, specialize, trade, realize economies of scale and synergies, and harmoniously live together;
- familiarity with 22 important books which may prove helpful in life.

Expectations and measurable goals of the course are for students to:

1. Complete the assigned homework and quiz before coming to class.
2. Be in class on time, thoughtfully participate, and demonstrate knowledge of the assigned video and readings during class.
3. Demonstrate on the quizzes and final exam an understanding of the Elevating Practices that appear in italics in the *Secrets to Success* videos and textbook chapters.
4. Successfully lead one 15-minute discussion in class on one of the assigned readings.
5. Complete one, approximately 2000-word, thoughtful, well-written essay on a topic related to one of the 20 course modules or 130 Elevating Practices.

Attendance: 10% of a student's grade will be based on attendance. After the second class, students will maintain their seating position and the instructor will take attendance at the start of each class. Students will receive 1 point for being present from the beginning to end of class.

Participation: 10% of a student's grade will be based on class participation. Participation expectations include:

1. treating others in the class as we would like them to treat us, or, in other words, being courteous and respectful to others and their points of view;
2. signaling our desire to speak by raising our hand and waiting to be called on;
3. being sensitive to others' feelings and speaking freely;
4. once we have spoken, yielding to others who wish to speak and have not had a turn.

Students will receive 1 point for each of the classes that they satisfy 1-4, thoughtfully contribute to the class discussion, and demonstrate they have done the assigned readings.

Homework: 20% of a student's grade is based on homework. The homework involves listing, on paper, a) 3 topics from the video and/or textbook chapter that you found interesting and would like to discuss, b) 3

insights from the assigned readings that you found interesting and would like to discuss further, c) each Critical Perspective and Elevating Practice and its definition as found in the video or textbook chapter, and d) the questions at the end of the video or chapter with 1-2 sentence answers. The homework associated with a class is due 30 minutes before the start of the class.

Quizzes: 20% of a student's grade is based on their 28 quiz scores. Students are expected to complete the quiz associated with a module before coming to class. The quiz will be available from the previous class until 10:00 am, the day it is due. Students who do not score 100% on a quiz the first time may retake it online after it is discussed in class and before midnight the next Saturday.

Leading A 15-Minute Class Discussion: 10% of a student's grade is based on their leading a 15-minute class discussion. Students may request to lead a discussion on one of the assigned readings for the 9/17 to 12/3 classes. Discussion assignments will be approved by the instructor on a first-come-first-served basis. See the "Leading a Class Discussion" PDF for guidance on Canvas.

One Essay: 10% of a student's grade is based on their completion of one essay of 800-1200 words during the semester. The sequence of steps and completion dates for essays are as follows:

- | | |
|---|---------|
| a. Identify your essay topic and obtain the instructor's approval. | Oct. 1 |
| b. Do your research, create an outline, and write your rough draft. | |
| c. Submit your rough draft to the instructor. | Oct. 15 |
| d. Revise your draft. Improve your essay with spelling/grammar check and by listening to a friend or your computer read it aloud. | |
| e. Submit your second draft. | Oct. 24 |
| f. Write your final essay. Polish it with spelling/grammar check and by listening to it read aloud. | |
| g. Submit your essay | Nov. 9 |

Final Exam: 20% of a student's grade. 120 of the quiz questions will comprise the final exam.

Class Preparation Expectations

1. watching one approx. 30-minute video and/or reading one chapter from the textbook as assigned;
2. completing the assigned reading;
3. listing on paper a) 3 topics from the video and/or textbook chapter that you found interesting and would like to discuss, b) 3 insights from the assigned readings that you thought were interesting and would like to discuss further, c) each Winning Practice and its definition as found in the video and textbook chapter, and d) the questions at the end of the video or chapter with answers in one or two sentences;
4. posting the homework on Canvas 30 minutes before the start of class, as well as bringing a copy to use in class;
5. completing the online quiz associated with the assigned video or textbook chapter at least 30 minutes before the start of class.

Grading	Points	% of Final Grade
Attendance, 30 Classes	30	10%
Class Participation, 29 Classes	29	10%
Homework, 29 Assignments	116	20%
28 quizzes	120	20%
Leading a Class Discussion	100	10%
Essay	100	10%
120 final exam questions	120	20%
Total		100%

Grading Scale

A	95%-100%
A-	90%-94.9%
B+	87%-89.9%
B	83%-86.9%
B-	80%-82.9%
C+	77%-79.9%
C	73%-76.9%
C-	70%-72.9%
D+	67%-69.9%
D	63%-66.9%
D-	60%-62.9%
F	0%-59.9%

Reading List

Assigned readings are excerpted from the following books:

Aristotle, *Nicomachean Ethics*.

Aurelius, Marcus. *Meditations*.

Bennis, Warren. *On Becoming a Leader*.

Bitz, Mark W. *American Culture 2.0: Human Software that Elevates Everyone's Life*.

Carnegie, Dale. *How to Win Friends and Influence People*.

Christian, David. *Origin Story: A Big History of Everything*.

Clason, George S. *The Richest Man in Babylon*.

Clear, James. *Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones*.

Cooper, Kenneth H. and Tyler C. Cooper. *Start Strong, Finish Strong*.

Covey, Stephen R. *The 7 Habits of Highly Effective People*.

Darwin, Charles. *On the Origin of Species*.

Franklin, Benjamin. *The Autobiography of Benjamin Franklin*.

Golding, William. *Lord of the Flies*.

Henrich, Joseph. *The Secret of Our Success: How Culture Is Driving Human Evolution, Domesticating Our Species, and Making Us Smarter*.

Hoff, Benjamin. *The Tao of Pooh*.

Mandela, Nelson. *Long Walk to Freedom*.

Merrill, A. Roger, and Rebecca R. Merrill. *Life Matters: Creating a Dynamic Balance of Work, Family, Time, and Money*.

Peck, M. Scott. *The Road Less Traveled: A New Psychology of Love, Traditional Values, and Spiritual Growth*.

Plutarch. *Parallel Lives*.

Solomon, or The Preacher. *Ecclesiastes*.

Taleb, Nassim Nicholas. *Antifragile: Things That Gain from Disorder*.

Tercek, Mark R. and Jonathan S. Adams. *Nature's Fortune: How Business and Society Thrive by Investing in Nature*.

Wilson, Edward O. *Half-Earth: Our Planet's Fight for Life*.

Wooden, John. *My Personal Best: Life Lessons from an All-American Journey*.

[SLS or IDS xxxx] Human Flourishing II (Macro)

Spring 2027, 4 hrs.

New College of Florida, The Honors College

No Pre- or Co-Requisites

Instructors:

Mark W. Bitz

New College of Florida, Presidential Scholar;

B.S. Purdue University; M.S. Cornell University; President's Leadership Program, Harvard Business School.

Tyler Fisher

New College of Florida, Presidential Scholar; Director, Prestigious Scholarships and Fellowships;

BA, MPhil, MA, DPhil Oxon.

Course Description: This course examines the practices that cause families, education, enterprise, government, and culture to function at a high level and people to flourish. The course approaches this vast topic through reading and discussion of prominent self-improvement books from the past hundred years, alongside selections from Great Books of the Western tradition. Topics include the Family; Knowledge; Free Enterprise and Markets; Government and the Advantages and Shortcomings of Democratic Systems; Freedoms and Rights; Financial Strength; Social Safety Nets.

Class Time, Location, Communication:

Tues & Thurs, 11:00-12:15am.

Location TBC.

If you email or text, the instructor will generally reply within 24 hours.

Office Hours by appointment: TBC, location: Library, email instructor the day before to arrange.

Introductory Lecture & Cornerstone Lecture

Conceptually and chronologically, as a foundation for this course's study of Human Flourishing at the macro level, the **Introductory Lecture** begins with a focus on key passages from Plato's *Republic*. Direct engagement with this text lays a foundational approach for the course's ensuing exploration of big ideas about Human Flourishing, equipping students to perceive this as a coherent conversation across time, a continuum across points of connection.

The course's **Cornerstone Lecture**, about midway through the semester, will feature a relevant public intellectual as a guest speaker, in collaboration with The Markovitz Socratic Stage. Students will prepare thoughtful questions in advance for the occasion, based on the course readings and the guest lecturer's recent work. Possible guests include Nobel Laureate Nadia Murad and Dr. Devi Sridhar.

Required Books:

1. *Animal Farm*, Orwell.
2. *Common Sense Economics*, Gwartney, Stroup, and Lee.
3. *The 5000 Year Leap*, W. Cleon Skousen.

Other assigned readings are on reserve in the Library and available via the Reading List on Canvas.

Difficult-to-measure objectives of this course are for students to develop:

- an appreciation of how helpless, unruly infants become able, considerate, contributing members of a larger community; how our parents, schools, and communities script us; and how the quality of their instruction affects our lives;
- increased awareness of the interdependence of individuals, families, groups, education, enterprise, government, and culture;
- a working knowledge of the perspectives, practices, and institutions, which check our tendency toward distorted perceptions, self-centeredness, trespasses, and groupthink, while elevating our individual, family, and group functions and enabling us to protect ourselves, specialize, trade, realize economies of scale and synergies, and harmoniously live together;
- an appreciation of the human lifecycle and how our choices today affect our wellbeing and happiness tomorrow.
- familiarity with nearly two dozen books (Great Books and great books) which may prove helpful in life.

Expectations and measurable goals of the course are for students to:

1. Complete the assigned homework and quiz before coming to class.
2. Be in class on time, thoughtfully participate, and demonstrate knowledge of the assigned readings during class.
3. Demonstrate on the quizzes and final exam an understanding of the Winning Perspectives and Practices that appear in italics in the *Flourish* videos and textbook chapters.
4. Successfully lead one 15-minute discussion in class on one of the assigned readings.
5. Complete one, approximately 2000-word, thoughtful, well-written essay on a topic related to one of the 18 course modules or some 150 Winning Practices.

Attendance: 10% of a student's grade will be based on attendance. After the second class, students will maintain their seating position and the instructor will take attendance at the start of each class. Students will receive 1 point for being present from the beginning to end of class.

Participation: 10% of a student's grade will be based on class participation. Participation expectations include:

1. treating others in the class as we would like them to treat us, or, in other words, being courteous and respectful to others and their points of view;
2. signaling our desire to speak by raising our hand and waiting to be called on;
3. being sensitive to others' feelings and speaking freely;
4. once we have spoken, yielding to others who wish to speak and have not had a turn.

Students will receive 1 point for each of the classes that they satisfy 1-4, thoughtfully contribute to the class discussion, and demonstrate they have done the assigned readings.

Homework: 20% of a student's grade is based on homework. The homework involves listing, on paper, a) 3 topics from the video and/or textbook chapter that you found interesting and would like to discuss, b) 3 insights from the assigned readings that you found interesting and would like to discuss further, c) each Critical Perspective and Elevating Practice and its definition as found in the video or textbook chapter, and d) the questions at the end of the video or chapter with 1-2 sentence answers. The homework associated with a class is due 30 minutes before the start of the class.

Quizzes: 20% of a student's grade is based on their 28 quiz scores. Students are expected to complete the quiz associated with a module before coming to class. The quiz will be available from the previous class until

10:00 am, the day it is due. Students who do not score 100% on a quiz the first time may retake it online after it is discussed in class and before midnight the next Saturday.

Leading A 15-Minute Class Discussion: 10% of a student's grade is based on their leading a 15-minute class discussion. Students may request to lead a discussion on one of the assigned readings for the 9/17 to 12/3 classes. Discussion assignments will be approved by the instructor on a first-come-first-served basis. See the "Leading a Class Discussion" PDF for guidance on Canvas.

One Essay: 10% of a student's grade is based on their completion of one essay of 800-1200 words during the semester. The sequence of steps and completion dates for essays are as follows:

- a. Identify your essay topic and obtain the instructor's approval. Oct. 1
- b. Do your research, create an outline, and write your rough draft.
- c. Submit your rough draft to the instructor. Oct. 15
- d. Revise your draft. Improve your essay with spelling/grammar check and by listening to a friend or your computer read it aloud.
- e. Submit your second draft. Oct. 24
- f. Write your final essay. Polish it with spelling/grammar check and by listening to it read aloud.
- g. Submit your essay Nov. 9

Final Exam: 20% of a student's grade. 120 of the quiz questions will comprise the final exam.

Class Preparation Expectations

1. watching 1, approx. 30-minute video and/or reading 1 chapter from the textbook as assigned;
2. completing the assigned reading;
3. listing on paper a) 3 topics from the video and/or textbook chapter that you found interesting and would like to discuss, b) 3 insights from the assigned readings that you thought were interesting and would like to discuss further, c) each Winning Practice and its definition as found in the video and textbook chapter, and d) the questions at the end of the video or chapter with answers in one or two sentences;
4. posting the homework on Canvas 30 minutes before the start of class, as well as bringing a copy to use in class;
5. completing the online quiz associated with the assigned video or textbook chapter at least 30 minutes before the start of class.

Grading	Points	% of Final Grade
Attendance, 30 Classes	30	10%
Class Participation, 29 Classes	29	10%
Homework, 29 Assignments	116	20%
28 quizzes	120	20%
Leading a Class Discussion	100	10%
Essay	100	10%
120 final exam questions	120	<u>20%</u>
Total		100%

Grading Scale

A	95%-100%
A-	90%-94.9%
B+	87%-89.9%
B	83%-86.9%

B-	80%-82.9%
C+	77%-79.9%
C	73%-76.9%
C-	70%-72.9%
D+	67%-69.9%
D	63%-66.9%
D-	60%-62.9%
F	0%-59.9%

Reading List

Assigned readings are excerpted from the following books:

- 1 *Animal Farm*, Orwell.
- 2 *Fables*, Aesop (esp. selections from among the lesser-known Aesopic fables).
- 3 *A Testament of Hope*, King, Jr.
- 4 *Good to Great*, Collins.
- 5 *Free to Choose*, Friedman.
- 6 *On Duties*, Cicero.
- 7 *Second Treatise of Government*, Locke.
- 8 *The Demon-Haunted World*, Sagan.
- 9 *The Law*, Bastiat.
- 10 *The Thomas Sowell Reader*, Sowell.
- 11 *The Absorbent Mind*, Montessori.
- 12 *The Coddling of the American Mind*, Haidt, Lukianoff.
- 13 *The Federalist Papers*, No. 1.
- 14 *The Whole-Brain Child*, Siegel, Payne Bryson.
- 15 *Hard Truths to Keep Singapore Going*, Kuan Yew
- 16 *The Conscious Parent*, Tsabary.
- 17 *Things that Matter*, Krauthammer.
- 18 *The 5000 Year Leap*, Skousen.
- 19 *American Culture 2.0*, Bitz.
- 20 *Common Sense Economics*, Gwartney, Stroup, Lee
- 21 *Conscious Capitalism*, Mackey, Sisodia
22. *Critical Thinking*, Lovell.
23. *How Children Succeed*, Tough.
24. *How To Not Die Alone*, Ury.
25. *The Symposium*, Plato.
26. *The Republic*, Plato.