Honors in Action
**About Honors in Action**

Phi Theta Kappa has an Honors Program, Honors in Action, designed to engage students in informed action that fosters student success and helps fulfill our mission to provide college students opportunities to grow as scholars and leaders.

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**The Honors in Action Project**

By participating in a chapter’s Honors in Action Project, members have opportunities to apply learning and practice real-world problem-solving by developing an in-depth, action-oriented project related to research of an Honors Study Topic.

Academic research into the themes related to the Honors Study Topic is what makes Phi Theta Kappa’s honors program unique and defines the difference between Honors in Action and simply action. Honors in Action is action informed by research, which makes a lasting impact and contributes to the betterment of society.

Check out our At A Glance page for a look at the steps involved in implementing an Honors in Action Project.

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**Honors in Action Learning Outcomes**

Participation in Honors in Action contributes to personal, academic, and career development and affords students opportunities to have an impact on their campuses and in their communities by addressing challenges related to their Honors Study Topic research. Members who participate in the development and implementation of an Honors in Action project will be able to:

1. Evaluate multiple, global perspectives of a theme as it relates to the Honors Study Topic.
2. Demonstrate undergraduate research fundamentals by identifying sources, appraising their credibility, and formulating conclusions based on evidence.
3. Demonstrate critical thinking and reflective skills throughout the research process.
4. Design, organize, and implement a plan of action that solves a real-world problem related to the Honors Study Topic.
5. Form and develop teams that collaborate and communicate with college and community partners to enhance the impact of the project.
6. Provide evidence of project impact through the use of quantitative and/or qualitative assessments.
7. Compile a report using clear, correct, and effective language.

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.
Honors in Action Brainstorming Tips

I love storms. Bolts of lightning striking, breaking off, branching out, lighting the sky with brilliance...yet I like brainstorms even better! Those moments when a simple idea becomes a torrent of creativity where ideas are whipping around the room with no barriers or obstacles, those are the moments I crave.

As Phi Theta Kappans, we are always seeking new ideas and experiences and finding ways to implement projects that truly create Honors in Action. However, little emphasis is given to the initial idea-generating process. Brainstorming is just that...a moment of creative freedom and self-expression where every member of the process feels connected and no one holds back; a time where “no” and “that is crazy” or “let’s be realistic” have no place. Imagine if someone dissed that whole “fly to the moon” idea or someone said “impossible” to carrying a phone/computer/video game/social-networking tool in our hand everyday!

So I challenge you to consider brainstorming in your chapter. How are ideas generated? Does everyone have a say? Are you open to all possibilities? Do you smile and laugh? Do you imagine the possibilities? A true brainstorming session is just that...a freewheeling expression of ideas that make you smile and say “why not!” So how about a few mechanics and how to’s for a successful brainstorming session?

1. Appoint a “facilitator” (notice I didn’t say leader) to keep the session going, help organize the thoughts and ensure that the group stays on task and on time.
2. Appoint a dedicated “scribe” or secretary to make sure none of your amazing ideas are lost.
3. Determine a focus for your brainstorming session. What will your topic be?
4. Sit in a circle so everyone feels connected and a part of the idea-generating process.
5. Put something unique and interesting in the middle of the table. Some people need a place to focus their gaze and an interesting object to spark that creative vibe.
6. Make sure that everyone has paper and pens to jot down ideas.
7. Flipcharts or those super large sticky notes to put on the walls give you a place to record ideas so others have jumping off places and all ideas are remembered.
8. Make sure everyone is comfortable and that you are seated close together to foster a sense of community.
9. Now the big one...NO NEGATIVITY or PESSIMISM! All ideas are good and accepted...no matter how farfetched they may seem at the time! Hear them, record them, praise them...shout “brilliant” and keep moving!
10. And the final requirement: have fun, laugh, giggle, dream and THINK BIG!

Now that you have generated a list of incredible ideas, sit back and review what you have accomplished. See the big picture of your chapter’s combined creativity and begin to see the patterns of interest and possibilities. The best ideas and greatest inventions come from freedom of expression and unbridled creativity! Take your chapter to new heights and let lightning strike!

Written by Steve Fritts, Advisor, Alpha Psi Tau Chapter, Ozarks Technical Community College, Springfield, Missouri.
Honors in Action Film List

Viewing films and TV series related to Honors Study Topic themes can be a fun and easy way to involve your chapter, college and community in the investigation of the Honors Study Topic. Consider one of these for your chapter’s next movie night.

Film List – Transformations: Acknowledging, Assessing, and Achieving Change

9 to 5 (1980).
This classic comedy explores the lives of three working women who often fantasize about striking back against their autocratic, sexist boss. A fun and dated look at women’s roles in the office in the 1970s as well as issues of leadership, teamwork, and grit.

10 Things I Hate About You (1999).
A pretty, popular teenager can’t go out on a date until her ill-tempered older sister does. The film is a retelling of Shakespeare’s Taming of the Shrew.

12 Angry Men (1957).
In this film 12 jurors are set about the task of deciding the fate of a man on trial. When one juror locks the jury the group must grapple with issue of how to deal with dispensing justice.

13th (2016).
The film explores the loophole in the 13th amendment to the Constitution, which ended slavery “except as a punishment for crime.” Director Ava DuVernay painstakingly demonstrates how segregationists used police and prisons to maintain control over minorities after the Civil War, in the aftermath of the Civil Rights movement, and, more recently, during the war on drugs, leading to the United States currently having the largest incarceration rate in the world.

A Good Year (2006).
A British investment broker inherits his uncle's chateau and vineyard in Provence, where he spent much of his childhood. He discovers a new laid-back lifestyle as he tries to renovate the estate to be sold.

Amreeka (2006).
This film focusses on the struggles of being a Palestinian Christian and examines the difficulty of Palestinian immigrant experiences.
**An Inconvenient Sequel: Truth to Power (2017).**
A sequel to the 2006 documentary about climate change and the need for immediate action on the part of human beings to transform their behavior in ways that save the planet.

**Arrival (2016).**
When a spacecraft lands on earth, a team of experts, led by linguist, Louise Banks, is brought together to decipher the language of the visitors and to initial communication. However, those in authority lose patience with the process, and soon are prepared to embark upon a global war with the visitors.

**Anna and the King (1999).**
The story of the romance between the King of Siam and widowed British schoolteacher, Anna Leonowens, during the 1860s.

**Avatar (2009).**
A paraplegic marine dispatched to the moon Pandora on a unique mission becomes torn between following his orders and protecting the world he feels is his home.

**Babel (2006).**
Tragedy strikes a married couple on vacation in the Moroccan desert, touching off an interlocking story involving four different families.

**Battle of the Sexes (2017).** The story of the 1973 “Battle of the Sexes“ between tennis champion Billie Jean King and former tennis professional Bobby Riggs. The film addresses the match itself as well as the circus atmosphere around it, and it also tackles social issues of the 1970s when the sports world and the nation were on the verge of important transformations.

**Blackfish (2013).**
Blackfish describes several killer whales held in captivity, including the killer whale, Tilikum, and the story behind the deaths of three individuals involved with this whale. The story goes on to describe the practice of trapping killer whales and maintaining them in captivity. Blackfish shows the potential for devastating consequences of keeping these intelligent mammals in captivity.

**Black Robe (1991).**
A young Jesuit priest seeks to convert the Indian tribes in Canada while also trying to survive the harsh winter. Film provides great examples of cultural misunderstandings and communication issues.

**Bonsai People (2011).**
In this documentary the filmmaker looks at several women who received microcredit loans and how they benefit from them. The film also highlights the ways in which microcredit loans are unable to solve some of the more complex problems faced by these women.

**Bottle Shock (2008).**
The story of the early days of California wine making featuring the now infamous, blind Paris wine tasting of 1976 that has come to be known as "Judgment of Paris".

**Bowling for Columbine (2003).**
In this documentary, Michael Moore describes the astronomical number of people killed in the United States by firearms in comparison to firearm deaths in several other countries. He discusses the availability of guns at local Walmart’s, violent national history, violent entertainment, and poverty.
In this dramatic film, a woman, Agnes, escapes her abusive ex-husband, and meets a new man - a paranoiac drifter named Peter. As they begin a relationship, Peter’s belief system leads the couple down a rabbit trail of paranoid delusion and conspiracy theory, ending in cataclysmic consequences.

Catch Me If You Can (2002).
The true story of con-man Frank Abagnale, Jr. who masqueraded as a pilot, doctor, and attorney, scamming millions of dollars through forgery. This film provides an opportunity to explore how we connect with deceit.

After an encounter with U.F.O.s, a line worker feels undeniably drawn to an isolated area in the wilderness where something spectacular is about to happen.

Coming to America (1988).
An extremely pampered African prince travels to Queens, New York City, and goes undercover to find a wife whom he can respect for her intelligence and will.

This documentary series, hosted by Neil deGrasse Tyson, an astrophysicist, explores how humans discovered the laws of nature and found our coordinates in space and time. This show, according to Tyson, searches for truth, no matter the consequences.

Cowspiracy (2014).
Documentary exploring the impact of animal agriculture on the environment. Investigates large scale environmental issues such as global warming.

Lt. John Dunbar, exiled to a remote western Civil War outpost, befriends wolves and Indians, making him an intolerable aberration in the military.

Crime thriller about a group of London hotel employees who stumble upon an illegal organ-selling ring operating out of their workplace. It offers a glimpse into the human motivations, fears, and ambitions of the workers - mostly illegal immigrants - who work and sacrifice to keep the hotel running smoothly.

Divergent (2014).
The film, based on the book by Veronica Roth, follows the journey of Tris Prior as she discovers her identity through a series of required challenges. Tris must navigate the complicated relationships present in her world with the realization that she is not like everyone else.

Do the Right Thing (1989).
This Spike Lee film focuses on simmering racial conflicts between Brooklyn’s black and Italian communities. Its plot revolves around a pizza owner’s mistreatment of his black customers and the creative methods they use to fight back. Ultimately, the film is an analysis of the best methods of achieving justice.
**Exploring Market Research (2009).**
Film explores the design, collection, analysis, and reporting of marketing research data relevant to a firm’s current and future needs.

**ET: The Extra Terrestrial (1982).**
A troubled child summons the courage to help a friendly alien escape Earth and return to his home world.

**Fed up (2014).**
This documentary describes food industry secrets regarding American weight gain and why this weight is so hard to lose. The film reveals a plethora of information regarding the sugar industry, additionally, describing how Americans become sick, more than realized, from what is consumed.

**Flags of Our Fathers (2006).**
The life stories of the six men who raised the flag at the Battle of Iwo Jima, a turning point in World War II.

**Food Inc. (2009).**
In this documentary, the filmmakers describe the methods of food production in the United States as a response to the tremendous growth of the fast food industry. The film describes how America produces large quantities of food at low prices. They go on to discuss factory farming, health and safety of the food and animals, and the negative consequences of this type of food production.

**Fruitvale Station (2013).**
This film chronicles the shooting of a 22-year old man who was inexplicably killed by local police. It emphasizes the tensions that often arise between law enforcement officers and the communities they serve. It draws attention to the complex relationships among individuals, families, communities, and governments.

**Gattaca (1998).**
In the not-too-distant future, a less-than-perfect man wants to travel to the stars; however, society has categorized him as a less than suitable human, due to his genetic make-up. To achieve his goal of star travel, he assumes the identity of another man, deemed a perfect genetic specimen, learning how to deceive DNA and urine sample testing to achieve his goal.

**Glengarry Glen Ross (1992).**
Painful and profane dramatic film exploring what happens when an office sales team competes - and is told that anyone lower than second place will lose their job. Film is a provocative exploration of competition in the workplace.

**Gorillas in the Mist: The Story of Dian Fossey (1988).**
Scientist Dian Fossey traveled to Africa to study the mountain gorillas and her connection to the gorillas and their environment is transformed from scientific interest to love and passion for preventing their decimation.

**Gung Ho (1986).**
The story portrayed the takeover of an American car by a plant Japanese corporation (although the title is an Americanized Chinese expression, for "work" and "together").
Half the Sky (2012).
New York Times journalist Nicholas Kristof and his wife set out to explore what they perceived as the single greatest challenge of the 21st century: the inequality of women across the world. To do so they enlisted the help of 6 American artists to help them tell the stories of individuals they met who are doing work to empower women and girls everywhere. These are stories of challenge, transformation and hope.

Her (2014).
In this futuristic movie, where computers have the ability to feel and think as humans, Theodore, a lonely, soon to be divorcee, spends all of his time playing video games rather than interacting with others. Theodore quickly finds himself drawn in with Samantha, his OS1, as they become closer and closer and eventually find themselves in love.

Hidden Figures (2016).
This film examines the experiences of three African American mathematicians who worked at the National Aeronautics and Space Administration (NASA) during the space race.

In this documentary film the producers gain access to dozens of political, economic and collegiate personnel across the country to put together a powerful narrative of the global financial collapse of 2008. The authors outline, in technical but accessible language, how the crisis was born and how it affected people across the globe.

Interstellar (2014).
Fiction film dealing with possibility of travel through a wormhole in time and space in order to save humanity.

It’s A Wonderful Life (1946).
This film the story of George Bailey, a man who had many dreams which he had to sacrifice in order to please others. The film tackles issues such as housing discrimination, gender, and education as well as building loans.

Life (2009).
Beautifully filmed BBC mini-series chronicling the incredible diversity among life on Earth. The series explores some of the most unusual behaviors living organisms have devised to stay alive.

Life and Debt (2001).
This film chronicles the hardships faced by Jamaica as a result of the acceptance of structural adjustment programs set up by the International Monetary Fund (IMF). The film includes commentary from the former prime minister of Jamaica and IMF personnel.

A series of video clips selected from 80,000 submissions to YouTube showing events from one single day, July 24, 2010. Film conveys the diversity and rawness of being human and, ultimately, humanity’s connectedness.
Living on One Dollar (2013).
Living on One Dollar is a film and journey that follows the journey of two college students living on $1 a day for two months in rural Guatemala.

Lord Save Us From Your Followers (2010).
Filmmaker and follower Dan Merchant donned his Bumpersticker Man suit and set out across America in this funny and moving look at the collision of faith and culture.

Loving (2016).
This film chronicles the lives of Richard and Mildred Loving, an interracial couple living in the South in the 1960s. The Lovings face backlash because of their relationship, including harassment by local law enforcement, and eventually wind up taking their case to the United States Supreme Court.

Dr. Jack Kessler, head of the Neurology Department of Northwestern, shifted his focus from using stem cells to cure diabetes to looking for a cure for spinal cord injuries after his daughter Allison was injured in a skiing accident and paralyzed from the waist down.

Being raised as what many would call trailer trash, Maggie Fitzgerald decides that she can become a world class boxer. She sets forth to prove to herself that she can become more than what life has predestined her to be. Modern Times (1936).
Charlie Chaplin classic which may be first workplace film which came out of Hollywood and its message still resonates today. Film presents clear symbol of the pressures of the modern workplace when Chaplin’s body is wrapped around the cogs of factory machine in his desperate attempts to keep up.

Moneyball (2012).
The story of Oakland A’s general manager Billy Beane's successful attempt to put together a baseball club on a budget by employing computer-generated analysis to draft his players.

Fantasy movie that raises questions about the role of large corporations, corporate ethics, and personal responsibility. The film presents a large corporation whose objective is to scare children.

Moonlight (2016).
This powerful film chronicles the coming-of-age of a young man struggling with issues of identity and powerlessness. It explores the impact of racism, homophobia, poverty, and crime on psychological development.

Morning Glory (2010).
American comedy film that provides an interesting look into the shift from investigative reporting to entertainment style, magazine format morning shows.

A shy boy grows up in 1940s Mississippi with the help of his beloved dog, Skip.

Nell (1994).
Nell is the story about a young girl, who was brought up in a world of isolation, knowing only mother and twin sister. Living together in a cottage in the forest, Nell had never met anyone other than her
family. After her mother’s death, she’s discovered by a local doctor. Nell then begins an odyssey of living in a new world – human society.

**North Country (2005).**
Dramatic film based on the class action lawsuit brought by Lois Jenson. A female miner who endured a wide range of abuses, her lawsuit was the first major sexual harassment case in the United States.

**Not My Life (2011).**
This documentary analyzes human trafficking and child slavery in 14 different countries spanning six continents. It demonstrates the wide-ranging impact of human trafficking and the many ways criminals exploit children to make profits. The film provides a good overview of this important social justice issue.

**Philadelphia (1993).**
This groundbreaking movie depicts the lack of justice in employment and health care for AIDS victims at the height of the epidemic. In the film, a gay AIDS victim successfully sues his company for unlawful discrimination after he loses his job. The film tackles “victim blaming” by breaking down many of the arguments used to shame and silence victims of discrimination.

**Planet Earth (2006).**
Breath-taking eleven episode BBC mini-series providing global overview of different biomes or habitats on Earth.

**Pride (2004).**
This film depicts the 1984 Welsh mine worker strike and how London’s LGBTQ community worked to support it. It draws on the themes of intersectional organizing and economic justice.

**Rabbit-proof Fence (2003).**
This film describes the true life story of half-caste children being taken away from her aboriginal mothers in western Australia in 1931. Until the late 1970s, the Australian government forcibly removed aboriginal children from their home, requiring them to live in government homes or religious settlements, in order to train and breed the aboriginal lifestyle and belief system out of them.

**Religulous (2009).**
In this documentary film, Bill Maher aggressively interviews various religious figures including Muslims, Jews, and Christians. The title of the film is a play on two words - religious and ridiculous. Maher challenges religion and religious belief systems.

**Revolution (2012).**
Documentary on environmental activism and efforts to preserve the Earth’s ecology.

**Rise of the Drones (2013).**
A PBS Nova exploration of the cutting-edge technologies that are propelling us toward a new chapter in aviation history.

**Schindler’s List (1993).**
In German-occupied Poland during World War II, Oskar Schindler gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazi Germans.
Documentary exploring advances in astronomy and data gleaned from stars and planets which are reshaping scientists’ views of the solar system.

Selma (2015).
Selma chronicles the tumultuous period in Selma Alabama when Dr. Martin Luther King, Jr. led a campaign to fight against Jim Crow laws, voting rights, and segregation. The response from white community members and police was swift and violent. This movie describes the consequences when two opposing visions collide.

A young Shakespeare, out of ideas and short of cash, meets his ideal woman and is inspired to write one of his most famous plays.

Sicko (2007).
In this documentary, Michael Moore reviews the healthcare industry in the United States as provided by Health Management Organizations (HMO)s compared to free healthcare in the United Kingdom, France, and Canada.

Based on the life of Karen Silkwood, this film traces the life and activism of a nuclear whistleblower and labor union activist who died in a suspicious car accident. It explores themes of justice, work, and transformational change.

Dramatic film based on the true story of The Boston Globe’s “Spotlight” team of investigative journalists and their Pulitzer Prize winning expose of widespread and systemic child abuse in the Boston area by numerous Roman Catholic priests.

In this documentary, Morgan Spurlock ate only food from McDonald's Restaurants for 30 days in order to prove or disprove the health claims of McDonald's plaintiffs. The documentary seeks to answer the question, is McDonalds healthy for American consumers?

The Big Short (2015).
This film offers a searing take on the causes of the 2007-2008 Wall Street crash and subsequent financial crisis. Through a series of vignettes, based on real-life characters, filmmaker Adam McKay explains the origins of the crash. The film is notable for its easy-to-understand descriptions of complex financial concepts.

The Central Park Five (2012).
In this documentary, Ken Burns recounts the story of four black men and one Hispanic man who were wrongfully convicted of raping a white woman in New York City. It gives particular attention to the role media play in shaping public views of criminality.

The Chinese Bubble shows how class differences motivate a country to move forward in uncertain times.
It unravels the delicate dynamics of Chinese growth and reveals the sacrifices of the people who are making it happen.

*The Devil Wears Prada (2006).*
Film in which a tyrannical fashion editor wreaks havoc on the lives of her subordinates. Film explores the role of leadership in the changing work environment and the “cult of personality.” The Gods Must Be Crazy (1980).
A comic allegory about a traveling Bushman who encounters modern civilization and its stranger aspects, including a clumsy scientist and a band of revolutionaries.

*The Great Debaters (2007).*
Based on a 1997 article about the Wiley College debate team, this film depicts historical events in 1930s Texas. A debate team at an all-black college rose to prominence and eventually defeated Harvard University’s debate team.

*The Help (2011).*
Dramatic film featuring an excellent cast which provides a moving look at domestic labor in the 1960s. This chronicle of black women working as nannies for white women in Mississippi ensures that you’ll never look at chocolate pie the same way again.

*The Interconnectedness of Life (2016).*
Documentary film based on the best selling book by vegan enthusiast Michael Lanford which advocates for a harmonious relationship among animals, the earth, and one another.

*The Internship (2013).*
Comedic film which shows recently laid off salesmen competing with much younger and technically savvy applicants for a desirable internship position at Google.

*To Kill a Mockingbird (1962).*
This classic film depicts the inequities in the criminal justice system in 1930s Alabama. Based on Harper Lee’s famous novel, the film chronicles how racism made justice impossible for African Americans in Deep South states.

*The Outsiders (1983).*
The rivalry between two gangs, the poor Greasers and the rich Socs, only heats up when one gang member kills a member of the other.

*The Matrix (1999).*
Neo, a computer programmer by day and a hacker by night, must navigate a new reality when he connects with Morpheus. The film chronicles the journey of Neo as he explores and becomes a part of the matrix.

*The Motorcycle Diaries (2004).*
Based on Ernesto Guevara’s diary of his trip around South America, the film depicts his travels across the continent with Alberto Granado. As he witnesses poverty, disease, and inequality, Guevara sheds his upper-middle class sensibilities and embraces a new view of economic justice.

*The New Frontier (2015).*
Documentary exploring new possibilities and transformations in the revitalization of space exploration.
Mathematician Professor Marcus du Sautoy demystifies the hidden world of algorithms. Algorithms run everything from search engines on the internet to satnavs and credit card data security - they even help us travel the world, find love, and save lives.

**The Social Network (2010).**
Fictionalized story of Mark Zuckerberg, founder of Facebook, during the early years of the transformative social media platform. Film explores the changing role of social media and the people behind the innovations.

**The Trans List (2016).**
This documentary explores the range of experiences lived by several Americans who identify as transgender. The film shows that no two experiences of trans people are exactly alike. Transgender, transsexual, gender-queer, bi-gender, and non-binary are just a few of the multitude of self-identifiers within the trans community and this documentary.

**The Vietnam War (2017).**
Ken Burns’ and Lynn Novick’s 10-part, 18-hour documentary about the Vietnam conflict and the ways it transformed American and Vietnamese societies.

**The Wolf of Wall Street (2013).**
Biographical black comedy of a New York stockbroker engaged in rampant corruption and fraud. Ultimately his lifestyle of excess led to his downfall.

**The Year of Living Dangerously (1982).**
Brilliant photographer Billy Kwan befriends Hamilton and with his help Hamilton finds journalistic success. When Hamilton uncovers a huge scoop that would involve endangering Kwan he must decide between his professional success and his personal and professional connection with Kwan.

**Twilight (2005).**
Never quite fitting in with her peers, Bella, a high school girl, who lives with her father, had low expectations for her future. When she meets a boy, who is different than any other boy she has ever know, named Edward Cullen, her life changes in unorthodox and unimagined ways.

**Up in the Air (2009).**
Dramatic film about a corporate downsizer who makes a good living flying around the country letting other people know they are being “downsized” only to find out that his own job is potentially being cut. Film deals with issues of downsizing, corporate ethics, and relationships between employees and corporations.

**Wal-Mart: The High Cost of Low Price (2005).**
The film presents information on the business and labor practices of retail giant Wal-Mart. The film attempts to expose just how the company is able to offer such prices to consumers.

**War of the Worlds (1938).**
https://www.youtube.com/watch?v=OzC3Fg_rRJM. Listeners thought it was a real event unfolding and that the country was being invaded by Martians. Radio transformed the distribution of news and
entertainment and in this case, created panic and fear about a fictional connection between aliens and Earthlings.

**What's the Next Big Thing? Technology for a Better Future (2011).**
Neil deGasse Tyson explores one of science’s major challenges: social robots. Robots already build cars and vacuum floors; engineers are designing robots with abilities to understand human emotion, carry on conversations, and even make jokes.

**What the Bleep do we Know? (2004).**
Groundbreaking live action film exploring concepts of reality and convergence of science and spirituality. Movie also includes animated sequences dealing with dimensions and quantum physics.

**What will the Future be Like? (2013).**
PBS Nova science special hosted by David Pogue which explores possibilities such as mobile phones reading minds, video games curing cancer, and wearable robots.

**Wolf of Wall Street (2013).**
This Martin Scorsese film examines the life and career of a Wall Street stockbroker’s rise and fall. It depicts rampant corruption in the financial industry and the Federal Bureau of Investigation’s attempts to end it.

**Wonder Woman (2017).**
Diana, Princess of the Amazons, transforms into Wonder Woman to fight alongside men in an effort to end all wars.

**Zero Dark 30 (2012).**
Looking beyond the all-male Navy Seal team that were responsible for the death of Bin Laden, director Kathryn Bigelow locates the women who played critical roles and places them front and central. At first playing out like a revenge western, painting the protagonist Maya as a cold, unemotional and obsessively determined hunter who understands her mission in almost messianic terms, the film’s subdued ending tells a slightly more complex story.
HONORS IN ACTION JOURNAL

ACADEMIC INVESTIGATION

• Who served on your research team?
• How and by what process did you choose your theme related to Phi Theta Kappa’s Honors Study Topic?
• What is your research question?
• By what process did you develop your research question? Who engaged in the research and development that led to your research question?
• What different disciplines can you connect to your theme as it relates to the Honors Study Topic?
• What are the varied perspectives and points of view to explore? What sources can you identify that represent the varied points of view about your theme as it relates to the Honors Study Topic?
• What are the details of your research plan (number and type of sources, deadlines for reporting, etc.)?
• What academic sources did each researcher consult? What were the three most meaningful things each researcher learned from each source that informed your understanding of the chosen theme as it relates to the Honors Study Topic?
• What did you learn from analyzing and synthesizing the research?
• What are your research conclusions?
• In what ways was the research challenging, and how did you overcome the challenges?
• What are the quantitative and qualitative outcomes of your research?
• How did your academic research into the Honors Study Topic help you better understand the world?
• How have you shared the studies, research, analysis, and conclusions with chapter members, people on campus, and/or community members?

ACTION

• What did you learn during the academic research phase of your HiA project that led you to identify an action that tied directly to your team’s research on the Honors Study Topic?
• What do you propose to do to address a real-life, complex issue in your community?
• 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, awareness, 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, growth as scholars and leaders, and the resulting action?
• What are the reactions and feedback from the people and organizations with whom you collaborated?
• What is necessary for the project to be sustained and grow?

OUTCOMES

• How many people participated in your project from the academic research through completion of your reflection? In what specific ways did people participate?
• With whom did you collaborate in order to complete your project? 1) People on campus? 2) Community members?
• With how many people did you collaborate? What were their roles in the project? What difference did their participation make to the overall success of the project?
• 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? What skills did team members hone as a result of their work on the project?
2020 HONORS IN ACTION PLANNING AND JUDGING RUBRIC

Chapters may submit one entry which describes one in-depth Honors in Action Project based on a theme of the 2018/2019 Honors Study Topic, *Transformations: Acknowledging, Assessing, and Achieving Change*.

Honors in Action projects incorporate the following components:

- Academic research and analysis
- Action (service or advocacy and collaboration)
- Impact

Honors in Action projects require substantive academic investigation of a theme related to the Society’s current Honors Study Topic. The theme you select should be directly connected to and provide supporting evidence for the development of the action component of your project. Honors in Action projects require you to address a need in your community that was discovered through your research and analysis into the Society’s current Honors Study Topic.

The current [Phi Theta Kappa Honors Program Guide](https://www.phek.org/honors) is a primary resource to help you develop and implement your Honors in Action Project.

**DEADLINE:**
Thursday, January 16, 2020 at 5:00 pm CST

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*Word Count Limit: The essay responses for the entire application cannot exceed 2600 words. No limit is given for each essay question, but to the application as a whole.*

Optional: Chapters may attach up to three tables, charts, or photographs that illuminate their Honors in Action research and action.

1. Provide a brief abstract or summary of your Honors in Action project including the following components: academic research into and analysis of sources related to the Honors Study Topic, action that addresses a need in your community that was discovered through your research and analysis into the Society’s current Honors Study Topic, and the impact of your project. (NOTE: Recommended word count for the abstract is no more than 300 words.)

2. What theme in the current Honors Program Guide did your chapter focus on?

   1. Theme 1 – Networks of Life
   2. Theme 2 – Economies of Everything
   3. Theme 3 – Politics of Identity
   4. Theme 4 – Dynamics of Discovery
   5. Theme 5 – Channels of Creativity
   6. Theme 6 – Visions of Justice
   7. Theme 7 – Powers of Connection
8. Theme 8 – Worlds of Work
9. Theme 9 – Systems of Belief

3. Summarize your research objectives. In other words, what did your chapter set out to accomplish in terms of its research? (See Research Objectives Rubric in the HiA Rubrics for more detail.)

4. Describe your academic research into the Honors Study Topic, your research question(s), your analysis of your research findings, and your research conclusions.

5. List the 8 academic/expert sources that were most enlightening regarding multiple perspectives of the Honors Study Topic theme you selected. Briefly explain why these were the most important sources and what you learned from each of them as you researched your theme. (NOTE: Please use full, formal APA citations for your entry.)

6. Summarize your project action and collaboration objectives. In other words, what did your chapter set out to accomplish in terms of its collaborations and action?

7. Describe the service or "action" components of this Honors in Action project that were inspired by and directly connected to your Honors Study Topic research. (Action can also include promoting awareness and advocacy.) Be sure to include information about the people and/or groups with whom you collaborated, why you chose these collaborators, and the impact they had on the outcomes of the project.

8. What are the quantitative and qualitative outcomes of your project? What impact did your project have on the problem addressed and on opportunities for chapter members and others to grow as scholars and leaders?

The entry will be judged in its entirety based on the following criteria. Maximum score is 100 points.

ACADEMIC RIGOR OF RESEARCH – 34 points

RESEARCH QUESTION
5 points - The chapter developed a thoughtful, answerable research question to guide its academic investigation of the Honors Study Topic through one of the themes in the 2018/2019 Honors Program Guide.
4 points - The chapter developed a research question to guide its academic investigation of the Honors Study Topic.
3 points - The chapter developed a research question that minimally guided its academic investigation of the Honors Study Topic.
2 points – The chapter conducted research without a clear research question to guide its investigation into the Honors Study Topic.
1 point – The chapter conducted research without a research question.

RESEARCH OBJECTIVES
NOTE: Research objectives are related to your Honors Study Topic academic research and include, but is not limited to, things such as the development of your Honors in Action (HiA) team, the number of sources to review (this can certainly be more than 8, but you choose the 8
most impactful sources to include in your Hallmark Award entry), how the team will determine
research conclusions, the team’s reflection objectives, the project timeline, and other objectives
you hope to accomplish with your HiA project.

5 points – Research objectives clearly emphasized the importance of intentional research as the
cornerstone of the Honors in Action project.
4 points - Research objectives included the importance of intentional research as the
cornerstone of the Honors in Action project
3 points – Research objectives minimally included the importance of intentional research as the
cornerstone of the Honors in Action project.
2 points – Research objectives about the importance of intentional research were unclear.
1 point – Research objectives did not include the importance of intentional research.

ACADEMIC RESEARCH

5 points - The entry clearly conveys in-depth academic research into the Honors Study Topic
through one of the Themes in the current Honors Program Guide.
4 points – The chapter conducted substantive research into a theme in the current Honors
Program Guide, though the direct connection to the Honors Study Topic is unclear.
3 points – The chapter conducted research into a Theme in the current Honors Program Guide,
but there is no explicit connection to the Honors Study Topic
2 points – The chapter conducted minimal research into one of the Themes in the current
Honors Program Guide and did not explicitly connect its research to the Honors Study Topic.
1 point – No evidence to indicate chapter conducted academic research into a Theme in the
current Honors Program Guide.

RESEARCH CONCLUSIONS

NOTE: Research conclusions are what you learned and can articulate from your substantive
academic research into PTK’s Honors Study Topic. Hallmark Award judges should see evidence
of members’ critical thinking and research skills strengthened as a result of the chapter’s
academic research. The research conclusions lead you directly to your chapter’s action – be sure
to make it clear WHY your research conclusions led to your specific plan of action.

5 points - The in-depth academic research clearly provided substantial material for the chapter
to carefully weigh and consider in determining an action component to implement that clearly
addressed a finding and is directly connected to their research conclusions. Clear, compelling
evidence shows the research activities allowed participants to strengthen critical thinking skills.
4 points - Academic research provided material for the chapter to consider in determining an
action component to implement that addressed a finding and is connected to their research
conclusions. Evidence shows the research activities allowed participants to develop critical
thinking skills.
3 points - The entry shows some evidence of academic research into the Honors Study Topic,
and the team’s research provided material for the chapter to consider in determining an action
component to implement that addressed a finding.
2 points – The entry shows minimal evidence of academic research into the Honors Study Topic,
and the action component of the project is not clearly and directly connected to the research
and/or the action component of the project was decided before the chapter conducted its
research into the Honors Study Topic.
1 point – The entry shows no evidence of academic research into the Honors Study Topic and no explicit connection between the research and action components of the project.

BIBLIOGRAPHY/CITATIONS

A. ACADEMIC SOURCES

3 points - The chapter’s research included 8 sources that were clearly academic publications, academic interviews with expert sources conducted in the past year by the chapter team.

1.5 points - The research included 8 sources, at least 6-7 of which were from academic publications or academic interviews with expert sources conducted in the past year by the chapter team.

.5 point – The chapter’s research included sources that only included 5 or fewer from academic publications or academic interviews with expert sources conducted in the past year by the chapter team.

B. SOURCES’ RANGE OF VIEWPOINTS

3 points - Expert sources are clearly wide-ranging and clearly represent different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

1.5 points - Expert sources are somewhat wide-ranging and represent some different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

.5 point – There is little evidence that sources are wide-ranging and represent different points of view about the Honors Study Topic and the theme selected by the chapter from the current Honors Program Guide.

CITATIONS

A. APA CITATIONS STRUCTURE

3 points - The citations are written in formal, full, and consistent APA style and structure.

1 point - Citations are formal and consistent in structure, but not all citations show full information about the source and/or not all citations are written in formal, full, and consistent APA style.

.5 point – Citations are not formal, full, consistent, and/or citations are not written in formal, full, and consistent APA style and structure.

B. BIBLIOGRAPHIC ANNOTATIONS

3 points - Bibliographic annotations of academic sources provide robust evidence supporting why the source was significant to the chapter’s research and how the evidence clearly related to the chapter’s research conclusions.

2 points - Bibliographic annotations of academic sources provide some evidence supporting why the source was significant to the chapter’s research and how the evidence related to the chapter’s research conclusions.

1 point - Bibliographic annotations of academic sources provide little or no evidence supporting why the source was significant to the chapter’s research and how the evidence related to the chapter’s research conclusions.

SPELLING AND GRAMMAR

2 points - Spelling and grammar are faultless. Entry is well-written and easy to follow.
1 point - There were a few errors in spelling and/or grammar. Entry has some awkward writing OR does not give enough specific details.
.5 point - There were spelling and/or grammar errors throughout. Writing is disjointed and does not give enough specific details.

SERVICE/ACTION – 33 points

ACTION OBJECTIVES

5 points - Project objectives were clearly measurable and clearly emphasized the importance of taking action or serving AND emphasized the clearly-defined proposed scope of the project.
4 points – Project objectives were measurable and emphasized the importance of taking action or serving and defined the scope of the project.
3 points – Project objectives were minimally related to the action part of the project and minimally defined the project’s scope.
2 points – Project objectives were unclear and/or did not relate to the action part of the project or define the scope of the project.
1 point – Project objectives were unclear and/or the scope of the project was not defined.

ACTION’S CONNECTION TO PTK’S HONORS STUDY TOPIC

6 points – The chapter clearly shows with specific evidence how the action was developed from the chapter’s Honors Study Topic research conclusions.
5 points – The chapter shows how the action was developed from the chapter’s Honors Study Topic research conclusions.
4 points – The chapter implicitly shows how the action was developed from the chapter’s research conclusions.
3 points – The chapter conducted Honors Study Topic research, but the action did not appear to develop from the chapter’s research conclusions.
2 points – The chapter developed the action piece of the project without strong connections to academic research into the Honors Study Topic.
1 point – The chapter engaged in action/service with little or no Honors Study Topic research to support the need for the project.

OUTREACH/COLLABORATION

5 points - The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community, and the role(s) played by collaborators were substantive and stemmed from the chapter’s research conclusions.
4 points - The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community, and the collaborators were selected as good fits for the action selected as a result of the chapter’s research conclusions.
3 points – The chapter’s project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community.
2 points – The chapter’s project (Academic Investigation and/or Action) reached at least one of the following: the college or the community.
1 point – Little or no evidence that the chapter worked with outside collaborators from the college or community.
COMMUNICATION

5 points - There is clear and compelling evidence that communication among the participating individuals and/or organizations was effective and efficient and that they explicitly shared common objectives.
4 points - There is substantive evidence that communication among the participating individuals and/or organizations was effective and efficient and that they shared common objectives.
3 points - There is evidence that communication among the participating individuals and/or organizations was effective and that they shared common objectives.
2 points – There is some evidence that communication among the participating individuals and/or organizations was effective.
1 point – There is little or no evidence that communication among the participating individuals and/or organizations was effective.

HEIGHTENED AWARENESS OF SELF AND COMMUNITY IN RELATION TO GLOBAL ISSUES

5 points – Solid, specific evidence is given that chapter, college, and community participants heightened their awareness of self and community in relation to global issues.
4 points – Solid, specific evidence is given that chapter participants heightened their awareness of self and community in relation to global issues.
3 points - Evidence is given that participants heightened their awareness of self and community in relation to global issues.
2 points – Minimal evidence is given that participants heightened their awareness of self and community in relation to global issues.
1 point – There is no evidence given that participants heightened their awareness of self and community in relation to global issues.

INCREASED APPRECIATION FOR VALUE OF INFORMED ACTION AS LIFELONG ENDEAVOR

5 points – The entry provided clear, strong, and specific evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.
4 points - The entry provided clear evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.
3 points – The entry provided evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor, though the evidence could have been more specific.
2 points – The entry provided minimal evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.
1 points – The entry provided little or no specific evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

SPELLING AND GRAMMAR

2 points - Spelling and grammar are faultless. Entry is well-written and easy to follow.
1 point - There were a few errors in spelling and/or grammar. Entry has some awkward writing OR does not give enough specific details.
.5 point - There were spelling and/or grammar errors throughout. Writing is disjointed and does not give enough specific details.

IMPACT – 33 points
CONTRIBUTION TO UNDERSTANDING OF THE HONORS STUDY TOPIC

6 points - Without question, the project made substantial, specific contributions to participants’ understanding of a theme as it relates to the current Honors Study Topic.

5 points – The project made a strong contribution to participants’ understanding of a theme as it relates to the current Honors Study Topic.

4 points – The project contributed to participants’ understanding of a theme as it relates to the current Honors Study Topic.

3 points – The project made some contributions to participants’ understanding of a theme as it relates to the current Honors Study Topic.

2 points – The project made minimal contributions to participants’ understanding of a theme as it relates to the current Honors Study Topic.

1 point – Little or no evidence to support the project’s contribution to participants’ understanding of a theme as it relates to the current Honors Study Topic.

CONTRIBUTION TO UNDERSTANDING OF THE IMPORTANCE OF LIFELONG INTENTIONAL SERVICE

5 points – Without question, the action piece of the project made a substantial, specific, and measurable contribution to improving an issue determined from the chapter’s Honors Study Topic research conclusions and within the clearly-defined proposed scope.

4 points – The action piece of the project made a strong contribution to improving an issue determined from the chapter’s Honors Study Topic research conclusions and within the defined proposed scope.

3 points – The action piece of the project made a contribution to improving an issue determined from the chapter’s Honors Study Topic research conclusions and within the defined proposed scope.

2 points – The action piece of the project made a contribution to improving an issue within the defined proposed scope.

1 point – The contribution to improving an issue of the action piece of the project is unclear and/or the scope of the project is unclear.

CONTRIBUTION TO IMPROVING AN ISSUE WITHIN THE CLEARLY-DEFINED PROPOSED SCOPE

5 points – Without question, the project had significant, specific short-term impact and clear potential for long-term impact.

4 points – The project had strong short-term impact and clear potential for long-term impact.

3 points – The project had some short-term impact and potential for long-term impact.

2 points – The project had minimal short-term impact and minimal potential for long-term impact.

1 point - The short-term impact and potential for long-term impact of the project is unclear.

RESEARCH QUANTITATIVE AND QUALITATIVE OUTCOMES

Research outcomes are related to your Honors Study Topic academic research and research objectives and include, but are not limited to, things such as the development of your Honors in Action (HiA) team, the number of sources reviewed (this can certainly be more than eight, but you choose the eight most impactful sources to include in your Hallmark Award entry), how the team determined its research conclusions, how the team reflected throughout the research part of the project, how the team met its project timeline, and how the chapter met its other research-related objectives. Finally, how did the team determine whether members grew as scholars and leaders?
5 points – Without question, the project’s research outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter’s objectives, and were both quantitative and qualitative.

4 points – The chapter addressed the project’s research outcomes for the Honors in Action time frame, addressed the chapter’s objectives, and included both quantitative and qualitative evidence.

3 points – The chapter addressed the project’s research outcomes for the Honors in Action time frame and included both quantitative and qualitative evidence.

2 points – The chapter addressed their project’s research outcomes for the Honors in Action time frame and included quantitative or qualitative evidence.

1 point – The project’s research outcomes were unclear for the Honors in Action time frame though the entry may have included quantitative and/or qualitative outcomes.

ACTION QUANTITATIVE AND QUALITATIVE OUTCOMES

5 points – Without question, the project’s action outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter’s objectives, and were both quantitative and qualitative.

4 points – The chapter addressed the project’s action outcomes for the Honors in Action time frame, addressed the chapter’s objectives, and included both quantitative and qualitative evidence.

3 points – The chapter addressed the project’s action outcomes for the Honors in Action time frame and included both quantitative and qualitative evidence.

2 points – The chapter addressed the project’s action outcomes for the Honors in Action time frame and included quantitative or qualitative evidence.

1 point – The project’s action outcomes were unclear for the Honors in Action time frame though the entry may have included quantitative and/or qualitative outcomes.

REFLECTION

5 points – Without question the chapter assessed in an intentional, consistent, and reflective way throughout the project what they learned, how they grew as scholars and leaders, and how they met their proposed project objectives.

4 points – The chapter assessed in an intentional and reflective way what they learned and how they grew as scholars and leaders.

3 points – The chapter assessed in a reflective way what they learned and how they grew as scholars and leaders.

2 points – The chapter assessed in a minimal way what they learned and how they grew as scholars and leaders.

1 point – The chapter did not appear to assess what they learned and how they grew as scholars and leaders.

SPELLING AND GRAMMAR

2 points - Spelling and grammar are faultless. Entry is well-written and easy to follow. 1 point - There were a few errors in spelling and/or grammar. Entry has some awkward writing OR does not give enough specific details.

.5 point - There were spelling and/or grammar errors throughout. Writing is disjointed and does not give enough specific details.