

Section 20: MW 12:45-2pm, Room H157  
Section 21: TTh 9:35-10:50am, Room H145  
Section 27: TTh 12:45-2pm, Room H157

### **Contact Information**

Ryan Tans  
Office H107  
[ryan.tans@nau.edu](mailto:ryan.tans@nau.edu)

### **Office Hours**

Sign up via Calendly: [calendly.com/rtans/office-hours](https://calendly.com/rtans/office-hours)  
Wednesday, 11am-12pm  
Thursday, 2:30-4:30pm  
And by appointment

### **Honors Peer Mentors**

Section 20: Charlie Dors  
Section 21: Caitlyn Huntly  
Section 27: Tayllor Johns

### **Mode of Instruction**

Face-to-Face

### **Course Prerequisites**

Admission to the Honors College

"You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. ...You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar."  
Kenneth Burke, *The Philosophy of Literary Form*

"Sometimes it's easy to forget that we spend most of our time stumbling around the dark. Suddenly, a light gets turned on and there's a fair share of blame to go around."  
Marty Baron, in the film *Spotlight*

"Step into whatever you want to and let your spirit bloom."  
From the song "[Bloom](#)," by Great Grandpa

### **Course Purpose**

HON 190 is a reading- and writing-intensive course designed to familiarize you with ways of thinking and critically analyzing particular texts in order to actively demonstrate your knowledge of academic, analytical reading, writing, listening, and speaking skills—all within an ethical learning environment that fosters leadership and respect for diverse beliefs and intellectual pursuits. As such, HON 190 is the very heart of a liberal studies education.

In this course, your readings, writings, and class discussions will address, both broadly as well as specifically, the theme of the human condition as it is expressed through four contexts: personal, social, cultural, and global. The objective of your exploration of the human condition within these four contexts is to develop your understanding of how this concept shapes, and is shaped by, key issues and elements that both define our very humanity and render it more complex: diversity, sustainability, an awareness of other cultures, social and political organizations or movements, the arts, literature, science, religion, the environment, philosophy, technology, relationships, communication, and communities, to list a few.

In these sections of HON 190, you will join a continuing conversation about the ways in which unequal development shapes the human condition. You will read, analyze, discuss and write about various texts that describe, explain, and critique inequality of opportunity, wealth, and shelter in various places around the world, including Flagstaff.

*Note that HON 190, combined with HON 29X, fulfills NAU's English Foundation requirement.*

## **Required Texts**

[Factory Girls](#), by Leslie T. Chang (2009) ISBN: 9780385520188

[Planet of Slums](#), by Mike Davis (2017) ISBN: 9781784786618 or 9781844671601

[The Rainbow Troops](#), by Andrea Hirata (2014) ISBN: 9780374534448

*Other materials will be distributed on-line via Blackboard Learn and/or determined by the Instructor.*

## **General Course Student Learning Outcomes**

By the end of this course, you will:

- Demonstrate improved and refined capabilities in essential lifelong skills, including analytical writing, critical reading, cogent speaking (effective oral communication), attentive and active listening, and critical thinking
- Gain proficiency in grammar/usage through careful attention to your writing in various formats
- Recognize the complexities of the human condition from a variety of diverse and comparative perspectives—literary, historical, cultural, moral, and social—and understand the traditions, beliefs, and legacies that have created the dynamics and tensions that shape the world; and
- Appreciate the HON 190 classroom as a model for community and the problem-solving roles that you play as a member of the Honors, NAU, and Flagstaff communities, and as a citizen of the 21<sup>st</sup> century.

## **Specific Course Student Objectives**

Additionally, you will:

- Engage in analysis in a variety of ways that may include:
  - Essay writing
  - Discussion and debate
  - Presentations
- Demonstrate research skills through:
  - Locating and evaluating sources
  - Synthesizing and analyzing sources into a thesis-driven research paper
- Develop polished essays through a writing process that includes:
  - Prewriting
  - Drafting
  - Revision
- Critically read to interpret a variety of complexities through text (including media)
- Demonstrate oral communication skills via:
  - Large and small group discussion
  - Presentations
  - Debate
  - Critical listening
- Foster a diversity of intellectual perspectives arising from the complexity of the human experience such as ethnic, gender, or class backgrounds and other identities and cultures through:
  - Civil discourse
  - Empathy
  - Respect

To help meet these objectives, HON 190 will rely heavily upon:

- Class discussions
- Smaller group work and discussions
- Mini-lectures delivered by the professor
- Partial and full classes devoted to writing instruction *and analytical reading*
- Peer mentor-led discussions and activities

## **Assignments/Assessments of Course Student Learning Outcomes**

In HON 190, you will be reading, analyzing, discussing, and writing papers on a variety of texts. We will be discussing these works and the skills needed to write about them, so that you become competent in your oral and written communication. This class, therefore, uses various kinds of texts to help you hone your reading, oral, and written skills. We will inevitably encounter words, concepts, and people (both in the texts and in class) that may be unfamiliar, challenging, and very different from our own backgrounds. Some of the texts contain situations and language that you may find offensive or painful. However, our mission is to think critically about the material and to treat everyone (including our authors) with respect.

### Notes:

- HON 190 uses [MLA style](#) for all writing assignments.
- The [Honors Writing Center](#) is an invaluable resource to support your writing, including help with MLA style.
- **John Doherty is the library liaison for the Honors College.** We have a Library Guide especially for HON 190 that will help your students with research and terminology: <http://libraryguides.nau.edu/hon190>

## **Your Common HON 190 assignments**

- ✓ 3 Essays (on different topics/texts)
- ✓ 1 Research Paper
- ✓ 1 Annotated Bibliography
- ✓ 1 Oral Presentation

## **Other Graded Assignments and Participation**

In addition to the common assignments, you will have assignments that will be “parts” of the common assignments, such as topic selection, research proposal, peer reviewing, self-statements, and revisions. Other miscellaneous assignment/grades will include some or all of the following: class attendance; active and informed class discussions; active and informed participation in study/small groups, as well as a demonstration of leadership within those study/small groups; write-ups of your study/small group meetings; on-time submission of both short and longer writing assignments; diligent attention to peer reviews of essays; and an awareness of and respect for differing opinions. Individual instructors will specify these and other requirements for this aspect of your grade.

Thank you for reading this syllabus! I now invite you to submit the name of a song, band, or musical artist whose music you have found comforting during the pandemic. You can type your submission directly to BbLearn via the “syllabus” assignment. I will award participation credit to everyone who does so.

## **Grading (out of 1000 total points)**

Common Assignment Grades (550 of the 1000 points)

1. Essay 1 (50 points)
2. Essay 2 (75 points)
3. Essay 3 (75 points)
4. Annotated Bibliography (50 points) (5 sources x 10 points each)
5. Research Paper (200 points)
6. Oral Presentation (100 points)

## Other Graded Assignments (as determined by the instructor) (450 of the 1000 points)

These assignments may include class exercises in mechanics and grammar; summary assignments; components of the research paper such as a formal research proposal, an outline of major part/organization of idea, draft(s), peer review activities; revision assignments; self-statements.

1. Partner/team-led short discussion presentation based on an assigned reading (50 points)
2. Proposal for research paper (50 points)
3. "Zero" draft research paper (25 points)
4. First draft research paper (50 points)
5. Peer review of another student's research paper (50 points)
6. Revision of lowest scoring essay (25 points)
7. Visit to writing center (25 points)
8. Attendance (50 points)
9. Miscellaneous Assignments and Participation (125 points, to include consistent participation in all in-class discussions and other activities, successful team participation in working groups and group presentations, on-time submission of all assignments, attendance of writing center visits assigned by professor, and any other course requirements)

### Grading Scale

A: 900-1000 points

B: 800-899 points

C: 700-799 points

D: 600-699 points

F: 599 and below

### Class Policies

*Attendance:* Seminars such as this are joint enterprises, and it is crucial that we come to speak, to listen, and to contribute. Students who learn the most do so, among other reasons, because they participate and involve themselves consistently and earnestly in class discussions with their instructor and with other students.

Therefore, attendance is extremely important:

Please notify me in advance if you will miss class because of illness, religious observance, participation in university-sponsored events, or other university-approved reasons for absence. I will calculate your attendance grade as the percentage of classes that you attended, excluding excused absences. I will overlook one unexcused absence.

**That said, please be cautious about attending class if you are feeling ill. If you are experiencing flu-like or COVID-19 symptoms, you should not attend class in person. I will excuse any absence related to illness, no questions asked.**

*Late assignments:* Students, like faculty, juggle many responsibilities, which is why it's so important to meet your deadlines! Nevertheless, I am willing to negotiate extensions, but you must approach me before the assignment is due, not after. Otherwise, late work will incur penalties worth one-sixth of a letter grade per day (e.g. the grade is reduced from a B+ to a B after two days).

*Electronic devices:* Laptop computers are powerful tools for learning if used appropriately. However, I reserve the right to ask students to put them away if I believe that they are distracting students from classroom activities. Smart phones, by contrast, have less functionality for typing and research, and more potential for distraction. Please leave them at home.

**Course Schedule**  
(Subject to change)

Day	Readings Due	In-Class Exercises	Due Dates for Formal Writing Assignments
<b>Week 1</b>			
<i>Mon. Aug 23 / Tues. Aug 24</i>	Syllabus	Introductions	
<i>Wed. Aug 25 / Thurs. Aug 26</i>	“Learning by Story,” by Neil Postman (1989)	Close Reading	
<b>Week 2</b>			
<i>Mon. Aug 30 / Tues. Aug 31</i>	“Poverty with a View” and “Climate Gentrification”	Introduction and Thesis	Essay #1 due Thursday at midnight (all sections)
<i>Wed. Sept 1 / Thurs. Sept 2</i>	“Shitty First Drafts,” by A. Lamott “Keep it Short,” by Danny Heitman		
<b>Week 3</b>			
<b>Mon. Sept 6</b>	<b>Labor Day (University closed)</b>		
<i>Tues. Sept 7</i>	<i>Factory Girls</i> , Ch. 1-3	Introduction and Thesis	
<i>Wed. Sept 8 / Thurs. Sept 9</i>	<i>Factory Girls</i> , Ch. 4-5		
<b>Week 4</b>			
<i>Mon. Sept 13 / Tues. Sept 14</i>	<i>Factory Girls</i> , Ch. 6-7	Supporting Evidence	
<i>Wed. Sept 15 / Thurs. Sept 16</i>	<i>Factory Girls</i> , Ch. 8-9		
<b>Week 5</b>			
<i>Mon. Sept 20 / Tues. Sept 21</i>	<i>Factory Girls</i> , Ch. 10-11	Paragraphing	Essay #2 due Thursday at midnight (all sections)
<i>Wed. Sept 22 / Thurs. Sept 23</i>	<i>Factory Girls</i> , Ch. 12-15		
<b>Week 6</b>			
<i>Mon. Sept 27 / Tues. Sept 28</i>	“Made in China”	Logic, Analysis, Organization	
<i>Wed. Sept 29 / Thurs. Sept 30</i>	TBA		
<b>Week 7</b>			
<i>Mon. Oct 4 / Tues. Oct 5</i>	<i>Planet of Slums</i> , Ch. 1-2	Summary	
<i>Wed. Oct 6 / Thurs. Oct 7</i>	<i>Planet of Slums</i> , Ch. 3-4		
<b>Week 8</b>			
<i>Mon. Oct 11 / Tues. Oct 12</i>	<i>Planet of Slums</i> , Ch. 5-6	Synthesis	Essay #3 due Thursday at midnight (all sections)
<i>Wed. Oct 13 / Thurs. Oct 14</i>	<i>Planet of Slums</i> , Ch. 7-8, Epilogue		
<b>Week 9</b>			
<i>Mon. Oct 18 / Tues. Oct 19</i>	TBA	Conclusions	
<i>Wed. Oct 20 / Thurs. Oct 21</i>	TBA		

Week 10			
Mon. Oct 25 / Tues. Oct 26	<i>The Rainbow Troops</i> , pp. 3-50	Style and Voice	
Wed. Oct 27 / Thurs. Oct 28	<i>The Rainbow Troops</i> , pp. 51-105		Research paper proposal due Thursday at midnight (all sections)
Week 11			
Mon. Nov 1 / Tues. Nov 2	<i>The Rainbow Troops</i> , pp. 106-152		
Wed. Nov 3 / Thurs. Nov 4	<i>The Rainbow Troops</i> , pp. 153-203		
Week 12			
Mon. Nov 8 / Tues. Nov 9	No reading	“Zero Draft” activity	
Wed. Nov 10	<i>The Rainbow Troops</i> , pp. 204-248		
<b>Thurs. Nov 11</b>	<b><i>Veteran’s Day (University closed)</i></b>		
Fri. Nov 12			Annotated Bibliography due Friday at midnight (all sections)
Week 13			
Mon. Nov 15 / Tues. Nov 16	<i>The Rainbow Troops</i> , pp. 249-291		
Wed. Nov 17 / Thurs. Nov 18	No reading	<i>Laskar Pelangi (film)</i>	
Week 14			
Mon. Nov 22 / Tues. Nov 23	No reading	Peer review	First draft due in class on Monday/Tuesday
Wed. Nov. 24	Thanksgiving (No class)		
<b>Thurs. Nov 25 / Fri. Nov 26</b>	<b>Thanksgiving (University closed)</b>		
Week 15			
Mon. Nov 29 / Tues. Nov 30	No reading	Oral presentations	
Wed. Dec 1 / Thurs. Dec 2	No reading	Oral presentations	Revision of lowest scoring essay due Thursday at midnight (all sections)
Week 16			
Wed. Dec 8			<b>Research Paper due at midnight (all sections)</b>

## **NAU Policy Statements**

### **COVID-19 REQUIREMENTS AND INFORMATION**

Our class will follow University policies as outlined (and updated) in the Jacks are Back! web page, where the University's response to COVID-19 is available: <https://nau.edu/jacks-are-back>.

### **ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full Academic Integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

### **COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

### **DISRUPTIVE BEHAVIOR**

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's Disruptive Behavior in an Instructional Setting policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

### **NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual Relationships policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Nondiscrimination and Anti-Harassment policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at [elyce.morris@nau.edu](mailto:elyce.morris@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.