



Borders: Delineation and Differentiation

Honors Cornerstone

HON 150 I and J

Fulfills Honors Core

Semester/Year: Fall 2024

Meeting Days & Times: TTHF 9:00-9:52 (Section I) / TTHF 10:00-10:52 (Section J)

Location: LaPenta Business 309 (Section I) / LaPenta Business 208 (Section J)

Instructor's Name: Dr. Adam Arenson

Email: aarenson@iona.edu

Office Hours: TTH 11:30-3:00 and by appt.

Office Location: ITPS inside Ryan Library; also
online by appt

Course Description from the University Catalogue

This seminar introduces students to the academic purpose, mission, and values of Iona's Honors Program and its roots in the liberal arts. The course will frame the Honors Program through a diverse array of voices and perspectives. As a way of experiencing the possibilities of an interdisciplinary liberal arts education and to foster a sense of community and belonging in their first semester, students will explore a broad and meaningful topic that is connected to a current and significant issue impacting humanity, the world, cultures, and societies we inhabit, and/or the life we live alongside. In the process, students will begin to develop fundamental skills necessary to develop expansive ways of thinking and to succeed in and beyond the Honors Program. These skills include writing, critical reading, and oral communication.

Fall. 3 credits.

Prerequisite: Honors Status

Equivalents: COL 150, HON 101

Each section of HON150 will focus on a broad, meaningful topic connected to a current issue and is explored in a way to introduce the purpose of the liberal arts. This seminar will explore how borders reveal fundamental questions across Liberal Arts disciplines, including in the Humanities, Social Sciences, and Natural Sciences.

HON 150 Student Learning Outcomes (SLOs)

- **SLO 1 Expansive Ways of Thinking:** Students expand and deepen their ways of thinking through various modes, including reading, writing, presenting, and discussion.
- **SLO 2 Writing and Critical Thinking:** Students develop the habits and skills necessary to engage in writing as a way to develop thinking, to complete major writing assignments over time, and to practice the tactic and techniques that make for effective writing style and clarity.
- **SLO 3 Oral Communication Skills:** Students organize and present their thoughts orally to their peers in an academic and collegial way.
- **SLO 4 Critical Reading and Information Literacy:** Students learn active reading strategies for effective close reading and for information literacy.
- **SLO 5 Multicultural Appreciation:** Students learn to appreciate the intellectual and creative contributions of diverse peoples and cultures.

- SLO 6 Power Constructs and Bias: Students begin to learn how the self relates to systems of power and attendant structural biases in terms of such categories as race, ethnicity, class, caste, gender, and sexual orientation.
- SLO 7 Liberal Arts Appreciation and Engagement: Students explore the liberal arts in ways that introduce the purpose, applicability, and significance of the liberal arts.

Required Texts/Source Materials

Readings will be posted on Blackboard.

Grading Criteria & Assessment Information

Participation

250 points

Every class session, students should come to class prepared to discuss the readings. The most important thing you can bring to class is your undivided attention and a willingness to think, explore, and learn. For this course, participation will include bringing a printout of the readings, speaking and taking notes. You will earn 3 points per session for attending without participating, and up to 6 points each session for active participation.

Journal Entries

150 points

Once a week, students will be required to hand-write in their journals, in order to reflect and analyze the readings and discussion from the week. These will be photographed and submitted for a check-minus/check/check-plus grading. Length is flexible but be sure to take your thinking as far as you can during one writing session. I think you will hand-write at least one page, and I don't expect them to be longer than three handwritten pages, and normally will be shorter. (But longer is OK too if you feel inspired.)

For these entries, take the time to concentrate on what from our class readings and discussion has stuck with you this week. What is a memorable detail, and why does it matter? What was particularly confusing, inspiring, disappointing, or clear? How might this week's class discussions and readings provide something you want to remember all semester, all year, or for all your life?

Centrifuge Writing

60 points

Once a month, students will be required to revise one of their journal entries into a typed, four-paragraph centrifuge analysis, refining their thinking. These are intended to be short, with a total word count of 200-2000 words depending on your writing style.

For these centrifuge writing assignments, you will write four paragraphs, and "centrifuge" your analysis, starting with a *title that argues*. In **Paragraph 1) detail**, chose one detail from the assigned reading or research that caught your eye and explain why. Ideally, this will be something you already journalled about. Remember to include the citation. **Paragraph 2) significance**, explain how the detail reveals something that will be important to our class discussion or reading and why. Use more citations as needed. **Paragraph 3) implications**, expand your argument and discuss how this detail can be used to develop broader insights, avenues for further investigation, and perhaps a paper topic. How far can you take the significance of that detail? **Paragraph 4) remaining tensions**, identify what you see as gaps in your argument or the tensions left unresolved. (For a longer description, see <https://adamarenson.com/uncategorized/depth-of-analysis-centrifuges-to-refine-student-writing/>)

These centrifuge writing assignments each will be graded on a 20-point rubric found at the end of the syllabus.

Final Project:

275 points, in stages

Stages:

Proposal	25 points
List of Sources	25 points
Outline	50 points
Draft	75 points
Final Submission	100 points

Option 1: Unessay (preferred)

For your final project you will be creating an “unessay” about borders, on a topic agreed upon with the professor. An “unessay” consists of any format besides a traditional final paper. You can create a sculpture, restaurant menu, board game, meme collage, podcast episode, piece of fiction—whatever you want! Regardless of the format, your unessay will be evaluated on the quality of its **interpretation, research & evidence, communication, and creativity**. Unessays must present analysis or interpretation that is supported by evidence. They must describe the intended **audience**. The interpretation must be clearly and compellingly articulated (written, painted, sung, etc.), and the very best unessays will take a creative approach to conveying their analysis.

Each unessay must include:

- A 1000-word introduction that provides an overview and explanation of the project’s interpretation. Think of this as the written text you might read at the start of a museum exhibit. *Make sure to include a title for your project.*
- An annotated bibliography of primary and secondary sources, in which you explain how each of the sources informed your unessay in 1-2 sentences.

Option 2: Essay

If you would prefer a traditional essay, you will submit a paper about borders, broadly defined, of at least 3,000 words.

Grades

Grades are based on the number of points earned and assignments are **not weighted**. Number of points earned will dictate your final grade, with your total points earned divided by the **735 total points in this class**. Letter grades for the course will be calculated based on the following scale:

Grade	Percentage
A	92.5-100
A-	89.5-92.4
B+	86.5-89.4
B	82.5-86.4
B-	79.5-82.4
C+	76.5-79.4
C	72.5-76.4
C-	69.5-72.4
D	59.5-69.5
F	<59.5

Course Outline: Subject to Change as Announced on Blackboard and in Class

Week	Dates	Readings and Discussion Topics	Writing Assignments
1	Tu 8/27	Introductions Humans First Definitions How to Succeed in this Class	
	Th 8/29	READ BEFORE CLASS: David P. Goldman, “Why AI Can’t Think,” <i>Law & Liberty</i> , May 30, 2023, https://lawliberty.org/why-ai-cant-think/ and Botao Xu, “The Fight Between Liberal Arts and STEM Majors,” <i>Henry Jenkins: Pop Junctions</i> , March 15, 2023, http://henryjenkins.org/blog/2023/3/14/the-fight-between-liberal-arts-and-stem-majors Learning From All Biases / Learning Beyond Bias AI cannot get an A Understanding AI limits	
	Fri 8/30	READ BEFORE CLASS: Peter Bregman, “Learning Is Supposed to Feel Uncomfortable,” <i>Harvard Business Review</i> , August 21, 2019, https://hbr.org/2019/08/learning-is-supposed-to-feel-uncomfortable and Barbara Fister, “Principled Uncertainty: Why Learning to Ask Good Questions Matters More than Finding Answers,” <i>Project Information Literacy</i> , February 16, 2022, https://projectinfo.org/pubs/provocation-series/essays/principled-uncertainty.html What are Liberal Arts? Why do they Matter?	DUE AFTER CLASS: Journal Entry #1
2	Tu 9/3 Last day for add/drop classes.	READ BEFORE CLASS: Jason Daley, “Recently Deciphered 4,500-Year-Old Pillar Shows First Known Record of a Border Dispute,” <i>Smithsonian Magazine</i> , December 7, 2018, https://www.smithsonianmag.com/smart-news/pillar-first-evidence-neighbors-behaving-badly-180970969/ and Robert Frost, “Mending Wall,” 1914, https://poets.org/poem/mending-wall Borders and Disputes	DUE AFTER CLASS: Journal Entry #2
	Th 9/5	READ BEFORE CLASS: Nayanika Mathur, “Naturalizing the Himalayas-Border in Uttarakhand,” <i>Borderland Lives in Northern South Asia: Non-State Perspectives</i> (Durham: Duke University Press, 2014), pp. 72-93. Do Countries Have Natural Borders?	
	Fri 9/6	READ BEFORE CLASS: Andrew Herscher and Ana María León, “At the Border of Decolonization,” <i>E-Flux Architecture At the Border</i> , May 2020, https://www.e-flux.com/architecture/at-the-border/325762/at-the-border-of-decolonization/ Colonies Need Borders The Example of Lenapehoking	DUE AFTER CLASS: Journal Entry #3
3	Tu 9/10	READ BEFORE CLASS: Gloria Anzaldúa, <i>Borderlands = La Frontera: The New Mestiza</i> (1987; San Francisco: Aunt Lute, 2012), Preface, Chapters 1 and 7. Borderlands	

	Th 9/12	READ BEFORE CLASS: Étienne Balibar, <i>Politics and the Other Scene</i> (London: Verso Books, 2012), Chapter 4. What is a Border? Polysemic	
	Fri 9/13	READ BEFORE CLASS: Mary Douglas, <i>Purity and Danger: An Analysis of Concepts of Pollution and Taboo</i> (1966; New York: Routledge, 2015), Chapter 7. Social Borders	DUE AFTER CLASS: Journal Entry #4
4	Tu 9/17	READ BEFORE CLASS: Nyk Robertson, “The Power and Subjection of Liminality and Borderlands of Non-Binary Folx,” <i>Gender Forum</i> Special Issue: Early Career Researcher Vol. 6, Issue 69 (2018), pp. 45-59, http://genderforum.org/1326-2/ Gender Borders	
	Th 9/19	READ BEFORE CLASS: Anna Garvey, “The Oregon Trail Generation: Life Before and After Mainstream Tech,” <i>Mashable</i>, May 21, 2015, https://mashable.com/archive/oregon-trail-generation and Annie Reneau, “What is 'Generation Jones'? The Unique Qualities of the Not-Quite-Gen-X-Baby-Boomers,” <i>Upworthy</i>, July 22, 2024, https://www.upworthy.com/what-is-generation-jones-the-unique-qualities-of-the-not-quite-gen-xer Policing a Generation’s Borders	
	Fri 9/20	READ BEFORE CLASS: Stephen Jay Gould, <i>The Mismeasure of Man</i> rev. and expanded edition (New York: W.W. Norton, 1996), Introduction. When You Mistake the Analogy for the Truth	DUE AFTER CLASS: Journal Entry #5
5	Tu 9/24	READ BEFORE CLASS: Gould, <i>The Mismeasure of Man</i>, A Positive Conclusion. False Borders inside Humanity	
	Th 9/26	READ BEFORE CLASS: Gould, <i>The Mismeasure of Man</i>, Three Centuries’ Perspectives on Race and Racism. Darwin and Those Who Abuse His Ideas	
	Fri 9/27	READ BEFORE CLASS: Rebecca Solnit, <i>Storming the Gates of Paradise: Landscapes for Politics</i> (Berkeley: University of California Press, 2007), pp. 79-81 and 254 and 258 and 260. Garden and Wilderness: Human Categories in Nature	DUE AFTER CLASS: Journal Entry #6
6	Tu 10/1	READ BEFORE CLASS: Andrew Small, “The Complete Guide to 'Border Vacuums,’” <i>Bloomberg</i>, January 9, 2017, https://www.bloomberg.com/news/articles/2017-01-09/understanding-border-vacuums How Emptiness Destroys Cities	DUE AFTER CLASS: Monthly Centrifuge Writing #1

	Th 10/3	IN CLASS: Advising Meeting for Spring 2025 Registration <i>No reading or discussion needed – full participation points for attending.</i>	
	Fri 10/4* *[Fri 10/4 Progress Reports Due @ Noon.]	<i>Class canceled ahead of required field trip</i>	
	Sun 10/6	READ BEFORE CLASS: “When Little Italy was Big,” <i>PBS Thirteen</i> , https://www.thirteen.org/program-content/when-little-italy-was-big/ Required Field Trip: Meet at Spring St subway station. Allow 2 hours on public transportation or 70 minutes driving and parking. Field trip will be 2-hour walking tour led by Dr. Arenson. <i>If you cannot make it, contact me for the mandatory makeup assignment.</i>	DUE AFTER TRIP: Journal Entry #7
7	Tu 10/8	READ BEFORE CLASS: Mary E. Mendoza, “Treacherous Terrain: Environmental Control at the U.S.-Mexico Border,” <i>Environmental History</i> , Vol. 23, No. 1 (January 2018): pp. 117-126. Environment at the Border	
	Th 10/10	READ BEFORE CLASS: National Library of Medicine, “In Brief: How Does Skin Work?,” April 5, 2022, https://www.ncbi.nlm.nih.gov/books/NBK279255/ and Royal College of Physicians of Edinburgh, “Skin: A Natural Border,” https://www.rcpe.ac.uk/heritage/skin-natural-border Skin is Your Most Important Border	DUE AFTER CLASS: Final Project Proposal due
	Fri 10/11	READ BEFORE CLASS: Ted J. Case, Robert D. Holt, Mark A. McPeck, and Timothy H. Keitt, “The Community Context of Species’ Borders: Ecological and Evolutionary Perspectives,” <i>Oikos</i> Vol. 108, No. 1 (January 2005), pp. 28-46, https://www.jstor.org/stable/3548489 What Creates a Species Border?	DUE AFTER CLASS: Journal Entry #8
8	Tu 10/15	READ BEFORE CLASS: W. Rindler, Visual Horizons in World Models, <i>Monthly Notices of the Royal Astronomical Society</i> , Volume 116, Issue 6, December 1956, Pages 662–677, https://doi.org/10.1093/mnras/116.6.662 Horizons in Science	
	Th 10/17	WATCH BEFORE CLASS: <i>The Terminal</i> (DreamWorks, 2004). Kindness and Cruelty at Borders	DUE AFTER CLASS: Journal Entry #9

	Fri 10/18	WATCH BEFORE CLASS: <i>The Farewell</i> (A24, 2019). https://www.kanopy.com/en/iona/video/6440402 Family Life Across Borders	
9	Tu 10/22	READ BEFORE CLASS: Tatiana Bilbao and Ayesha S. Ghosh, “Where is the border?,” <i>E-Flux Architecture At the Border</i> , May 2020, https://www.e-flux.com/architecture/at-the-border/325748/where-is-the-border/ Subjective Mapping	
	Th 10/24	Class will meet in the library. Library Session: How to Find Primary and Secondary Sources	DUE AFTER CLASS: List of Potential Sources for Final Project
	Fri 10/ 25	READ BEFORE CLASS: Thomas King, “Borders,” 1993. Who Determines the Border?	DUE AFTER CLASS: Journal Entry #10
10	Tu 10/29	WATCH BEFORE CLASS: Kurzgesagt – In a Nutshell, “TRUE Limits Of Humanity – The Final Border We Will Never Cross,” 2021, https://www.youtube.com/watch?v=uzkD5SeuwzM Physics' Borders on Human Exploration	
	Th 10/31	READ BEFORE CLASS: Amitava Kumar, <i>Passport Photos</i> (Berkeley: University of California Press, 2000), pp. 30-34, and Shahram Khosravi and Mahmoud Keshavarz, “The Magic of Borders,” <i>E-Flux Architecture At the Border</i> , May 2020, https://www.e-flux.com/architecture/at-the-border/325755/the-magic-of-borders/ Implicating Design in Border Control	
	Fri 11/1	READ BEFORE CLASS: Tanvi Misra, “The Border Is a Way of Reinforcing Antagonism That Doesn't Exist,” <i>Bloomberg</i> , January 11, 2017, https://www.bloomberg.com/news/articles/2017-01-11/teddy-cruz-and-fonna-forman-on-unwalling-mexico Community Studios to Learn from Both Sides	DUE AFTER CLASS: Journal Entry #11
11	Tu 11/5	READ BEFORE CLASS: Paul Nugent, “Bourdieu and de Certeau at the Border Post: Trans-Boundary Communities, Government Officials and Everyday Life in West Africa,” (Auf dem Boden der Tatsachen, 2011), S. 361-376. Theory and Experience at a Border Crossing	DUE AFTER CLASS: Monthly Centrifuge Writing #2

	Th 11/7	READ BEFORE CLASS: Matthew Sparke, “Passports into Credit Cards: On the Borders and Spaces of Neoliberal Citizenship,” in <i>Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices</i> Joel S. Migdal, ed., (Cambridge: Cambridge University Press, 2008), pp. 251-283. Global Entry - Borderless for Who?	
	Fri. 11/8	READ BEFORE CLASS: Richard Florida, “When Invisible Borders Trump the Real Ones,” <i>Bloomberg</i>, January 12, 2017, https://www.bloomberg.com/news/articles/2017-01-12/invisible-borders-trump-the-real-ones Economics that Erase Borders	DUE AFTER CLASS: Journal Entry #12
12	*Tu 11/12 classes follow Monday Schedule. Th 11/14	READ BEFORE CLASS: Jessica Vazquez, “Blurred Borders for Some but Not ‘Others’: Racialization, ‘Flexible Ethnicity,’ Gender, and Third-Generation Mexican American Identity,” <i>Sociological Perspectives</i> 53.1 (2010): 45–72. Ethnicity and its Borders	
	Fri 11/15 **[11/15 Last to Withdraw]	READ BEFORE CLASS: Allyson Vanessa Hobbs, <i>A Chosen Exile: A History of Racial Passing in American Life</i> (Cambridge: Harvard University Press, 2014), Prologue. Racial Borders	
13	Tu 11/19	READ BEFORE CLASS: Kristen A. Collins, “Bureaucracy as the Border: Administrative Law and the Citizen Family,” <i>Duke Law Journal</i>, Vol. 66, No. 8 (May 2017), Section 1, pp. 1728-1755. Family Law as a Border	DUE AFTER CLASS: Journal Entry #13 AND Outline of Final Project
	Th 11/21	Fishbowl Office Hours: Projects and What They Need	
	Fri 11/22	READ BEFORE CLASS: Joseph H. Carens, “Aliens and Citizens: The Case for Open Borders,” <i>The Review of Politics</i>, Vol. 49, No. 2 (Spring 1987), pp. 251-273. Debating Border Control	
14	Tu 11/26 [Thu and Fri are Thanksgiving Break]	READ BEFORE CLASS: John Isbister, “A Liberal Argument for Border Controls: Reply to Carens,” <i>The International Migration Review</i>, Vol. 34, No. 2 (Summer 2000), pp. 629-635. Debating Border Control – A Reply	DUE AFTER CLASS: Journal Entry #14

15	Tu 12/3	READ BEFORE CLASS: Grégoire Yerly, "Right-Wing Populist Parties' Bordering Narratives in Times of Crisis: Anti-Immigration Discourse in the Genevan Borderland during the COVID-19 Pandemic." <i>Swiss Political Science Review</i> April 23, 2022, 1-21. Conservative Responses to Immigration	DUE AFTER CLASS: Draft of Final Project
	Th 12/5	READ BEFORE CLASS: Matthew Lazin-Ryder, "Pro Wrestling Isn't Fake, It's 'Kayfabe' — A Mix of Fiction and Reality We All Employ," <i>CBC Radio</i> September 2, 2022, https://www.cbc.ca/radio/ideas/pro-wrestling-kayfabe-1.6571027 and Raja Shergill, "Mat Matters: Kayfabe Isn't Dead," <i>Slam Wrestling</i> , October 14, 2017, https://slamwrestling.net/index.php/2017/10/14/mat-matters-kayfabe-isnt-dead/ The Border Between Real and Fiction	DUE AFTER CLASS: Monthly Centrifuge Writing #3
	Fri 12/6	READ BEFORE CLASS: Thich Nhat Hanh, <i>Being Peace</i> , Berkeley: Parallax Press, 1987), Chapter 3, and Dan Fox, "No Day, No Night," <i>E-Flux Architecture</i> At the Border, April 29, 2020, https://www.e-flux.com/architecture/at-the-border/325753/no-day-no-night/ Borders of Self, Borders of Eternity	DUE AFTER CLASS: Journal Entry #15
16	12/11-12/17	Final Exam Day Presentations and Q and A on Final Project	DUE TODAY: Presentations during Exam period; final essay due that night

Special Note: *Iona is open on Indigenous People's Day/Columbus Day and closed on Veteran's Day, Mon Nov 11.*

Last day to withdraw from courses with a "W" is Friday, November 15

Progress reports are due at noon on Friday, October 4.

Final Exam Period is Wednesday Dec 11 to Tuesday Dec 17.

Instructor's Course Policies & Procedures

Cell phones and laptops: Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor, in accordance with the Americans with Disabilities Act or other imperative. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

Food and drink: You are welcome to eat and drink in class.

Texts: Bring texts under consideration to class as printouts, with your underlining and notes evident.

Writing and Format: All written work should follow a consistent academic format, with Chicago preferred but MLA and ALA accepted.

Use of AI: Any written work that is generated by Artificial Intelligence will be considered a form of plagiarism.

University Policy for all courses and students

[full explanations of policy may be found in the University Catalog]

Cheating and Plagiarism

The unauthorized use or close imitation of the language and thoughts of another author/person and the representation of them as one's own original work constitute acts of intellectual dishonesty. In accordance with Iona University policies on cheating and plagiarism, discovery of an act of cheating and/or plagiarism in this course will result in a failing grade for the assignment. Please be advised that the university policy does not allow a student who has committed an act of cheating, plagiarism or academic dishonesty to withdraw from the course. All acts of cheating, plagiarism, and/or academic dishonesty will be reported to the Dean of the School of Arts & Science. After the first offense the student will be required to complete an instructional program on intellectual dishonesty. After the second offense, the student will no longer qualify for a degree with honors, and the student may be suspended from the university.

Attendance

All students are required to attend all classes. Iona has an attendance policy for which all students are accountable. While class absence may be explained it is never excused. Professors may weigh class absence in the class grade as they see fit. Failure to attend class may result in a failure of the class for attendance (FA), when the student has missed 20% or more of the total class meetings. The FA grade weighs as an F would in the final official transcript.

e-mail Communication

All students are required to use their assigned Iona email accounts for all University-related business including electronic correspondence between students and faculty. Students are advised to check their Iona email account on a regular basis.

Appeal of Assigned Grade

Students who believe that an error has been made in the assignment of a grade should discuss with the instructor the basis upon which the grade was determined. If, after this review of the grading criteria for the course and the student's performance in it, the student is not satisfied with the assigned grade, an appeal may be made to the department chair. Such appeal must be made in writing, stating the basis upon which the grade is questioned and requesting a departmental review. If, following the review, the student is not satisfied with the departmental decision; final appeal may be made to the academic dean of the department involved. FA excessive absence grades are awarded as a matter of policy and may not be appealed.

Course and Teacher Evaluation (CTE)

Iona University now uses an on-line CTE system. This system is administered by an outside company and all of the data is collected confidentially. No student name or information will be linked to any feedback received by the instructor. The information collected will be compiled in aggregate form by the agency and distributed back to the Iona administration and faculty, with select information made available to students who complete the CTE. Your feedback in this process is an essential part of improving course offerings and instructional effectiveness. We want and value your point of view. You will receive several emails at your Iona email account about how and when the CTE will be administered with instructions on how to proceed.

Iona University Accessibility Statement

If you are a student with a disability seeking reasonable accommodations in accordance with the Americans with Disabilities Act (ADA), it is important that you contact the Accessibility Services Office (ASO) at Access@Iona.edu for further information on how to apply for accommodations. After receiving your application, an ASO staff will arrange a meeting to review your application and discuss reasonable accommodations that are available at the post-secondary level. These may include, extended time for exams in a separate location and use of assistive technology for note taking. Once accommodations are approved, you will be required to forward your accommodation letter to each of your instructors. The ASO maintains the confidentiality of all students and will only disclose a student's accommodations, not their disability. Students may request accommodations at any time during the semester, however the approved accommodations are not retroactive and students must send their letters to their instructors each semester. For additional information, please visit <https://www.iona.edu/offices/accessibility-services/academic-accommodations>.

Course Student Learning Outcomes (SLOs)

Upon successful completion of this course, students are expected to...

Course SLO Narrative	Department SLO for all sections of HON 150	Method(s) of Course SLO Assessment
have demonstrated in class discussions and in written work the desire to make connections between the works under consideration	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 3 Oral Communication Skills</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Essays
have demonstrated the ability to engage the issue of truth from a variety of historical and cultural perspectives.	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 3 Oral Communication Skills</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Essays

Course SLO Narrative	Department SLO for all sections of HON 150	Method(s) of Course SLO Assessment
have recognized the problem of potential biases in information/argumentation	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Essays
have examined closely the reality of a current social problem and several organizations that address the issue	<u>SLO 1 Expansive Ways of Thinking</u> <u>SLO 2 Writing and Critical Thinking</u> <u>SLO 4 Critical Reading and Information Literacy</u> <u>SLO 5 Multicultural Appreciation</u> <u>SLO 6 Power Constructs and Bias</u> <u>SLO 7 Liberal Arts Appreciation and Engagement</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Essays
have demonstrated good presentational skills	<u>SLO 3 Oral Communication Skills</u>	❖ Engagement in class discussion ❖ Final Project presentation
have examined their identity in relation to race	<u>SLO 2 Writing and Critical Thinking</u> <u>SLO 6 Power Constructs and Bias</u>	❖ Engagement in class discussion ❖ Regular written responses in journal ❖ Essays

Letter Grade	Grade Point and Grade Scale	Description
A	4.00 93-100	<i>Outstanding.</i> Signifies the highest level of achievement in the subject and indicates an exceptional general competence, and exemplary comprehension and interpretation skills. Work is devoid of errors, and reflects a highly nuanced understanding of disciplinary concepts.
A-	3.67 90-92	<i>Excellent.</i> Signifies an advanced level of achievement approaching the highest category. Work contains a few minor errors, but reflects a mastery of disciplinary concepts.

Letter Grade	Grade Point and Grade Scale	Description
B+	3.33 87-89	<i>Very Good.</i> Signifies a consistently high level of achievement and indicates that the course requirements have been fulfilled in an intelligent, superior manner. Work contains some minor errors, but reflects a near mastery of disciplinary concepts.
B	3.00 83-86	<i>Good.</i> Signifies a complex engagement with disciplinary content, and well-developed critical skills. Work contains several minor, but no significant errors.
B-	2.67 80-82	<i>Above Average.</i> Signifies a more than acceptable degree of disciplinary knowledge and skills. Work contains some significant and some minor errors.
C+	2.33 77-79	<i>Satisfactory.</i> Signifies consistent achievement of a quality that satisfies, and sometimes exceeds stated, basic requirements. Work contains significant errors and patterns of error, but reflects an acceptable degree of disciplinary knowledge and skills.
C	2.00 73-76	<i>Fair.</i> Signifies achievement of a quality that satisfies the stated, basic requirements of coursework, and a functional, though incomplete understanding of disciplinary concepts.
C-	1.67 70-72	<i>Poor.</i> Signifies a level of understanding below the basic level expected of students. Work contains many errors, including patterns of error, and reflects only partial understanding of disciplinary concepts.
D	1.00 60-69	<i>Minimal Passing.</i> Signifies a level of understanding well below the basic level expected of students. Work is consistently riddled with errors and patterns of error, and reflects only a minimal understanding of disciplinary concepts.
P		<i>Passing.</i> Signifies satisfactory completion of course requirements and the earning of credit without quality points.
U		<i>Unsatisfactory.</i> No quality points assigned.
F	0.00 0-59	<i>Failure.</i> Signifies failure to meet basic course requirements.
FA		<i>Failure - Excessive Absence.</i> Signifies dismissal from a course for unacceptable academic performance and absence from 20 percent or more of the scheduled class sessions. Requests for this grade are filed by the faculty member with the dean of the school in which the student is enrolled. This grade is computed as an "F" in the cumulative index.
I		<i>Incomplete:</i> If for serious reasons, students are unable to complete one or more requirements of a course, including the final examination, students may wish to apply for an "Incomplete." Students must submit a written request for review and approval to the course instructor by the last day of classes. If the request is granted, the time for submitting outstanding work is extended until the date indicated in the academic calendar. The faculty member will notify the student of the missing assignment(s) and examinations with the option to give a due date before the one posted on the academic calendar. A faculty member also has the option to give an Incomplete to a student that has missed the final examination. Instructors are responsible to notify their academic dean of the granting of an Incomplete grade. In all cases of "Incomplete" grades if the course requirements are not met within the extended period of time, the final grade will be recorded at the discretion of the instructor. The deadline for submitting materials to the instructor is 6 weeks from the semester's posted due date for grades.
W		<i>Withdrawal.</i> Signifies withdrawal from a course with permission of the Academic Advising Office or appropriate academic dean.
H		<i>Audit.</i> Signifies that a course was not taken for credit.
SP		<i>Satisfactory Progress.</i> Signifies that a course is not complete as of the end of the present semester, but is continuing.

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (2) • Detail from the reading, but unclear exactly what is being referenced	Good (4) • Clear, distinct detail with vague citation	Excellent (5) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (2) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (4) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (5) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (2) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (4) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (5) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (2) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (4) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (5) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: Since these are submitted online and graded before class, they will not be perfect most of the time, as the follow-up discussion has not yet happened. A perfect score of 20 is rare; a 15 is an excellent grade (B to A-, in effect); 13 is fine (a C); 10 and below are worrisome (D and F range grades. Examples of excellent 20-point papers from peers will be provided, as well as examples from earlier courses.