Honors Program Goals and Objectives for Honors Theme Classes

- To engage students in an interdisciplinary studies experience in an interactive setting.
- To invite students to think reflectively about how this course connects to other course work.
- To teach students about the interrelationship of their roles as American citizens and as world citizens.
- To give students an understanding of the modern global community.
- To allow students to pursue their own research interests within the framework of interdisciplinary studies and the framework of each individual class.

GE Course Goals and Objectives

- To learn to analyze and synthesize a variety of materials reflecting views of the land.
- To sharpen writing and oral presentation skills.
- To look at how ideas about the land have played out in different times and locations within the United States.
- To learn how, since European contact, religion, literature, philosophy and values have shaped our understanding of the land in North America.
- To examine how our concepts of the land, the environment, and our relationship to both, are shaped by historical, political and economic ideas and factors.
- To learn about the relationship between our ideas of the land and the communities we create.
- To learn how to create the kind of communities in which we wish to live.
- To learn about the global and local impacts of decisions about the use of land, water, and air and other scarce resources.
Course requirements

A. Timing and preparation

1. **Your presence** is required. Be on time, stay the whole class period, and do not miss a class unless it is a dire emergency. One class is worth three daytime classes, your full allowance of cuts. If you should miss a class it is your group members' responsibility to bring you up to speed; respect this demand on them. You will also have a make-up assignment, which is mandatory. Class participation will be monitored and it will influence your grade positively if you have **read the material** and worked with it in the ways we give you, so that you can ask questions and contribute to discussions. You cannot expect to do this unless you have **prepared**. We are very serious about this.

2. **Break** during class lasts ten minutes, no more. Respect your classmates' time and do not keep them waiting or distract them by returning late.

3. **Your presentations** must be timed to the minutes allowed. Be prepared to be stopped if you run over. *If your teachers lend you materials return them the day of the report; this is part of the assignment.*

4. **Read your e-mail** on Friday and Monday. Sally will send notice of changes in the syllabus, if this is ever necessary, and sometimes guides for reading the material, and she will send the groups our commentary and grades for the reports.

B. Reading materials:

1. There are four books and a course packet available at the AS bookstore.
   - Willa Cather, section from *O Pioneers!*
   - Erik Larson, chapters from *The Devil in the White City*
   - James Howard Kunstler, *World Made by Hand*
   - Michael Pollan, selections from *In Defense of Food*

   The reading is front-loaded, that is, there is more of it in the first part of the semester. We hope that is helpful. The only book you need to read in its entirety is assigned for 3/4. It would be clever of you to get started on that *this week.*

2. **Before you start the reading,** buy a **three ring binder,** in which you will put all of your work for this class for the rest of the semester. You don’t have to bring it every time, but you do have to bring paper, the current material, out of class writing when assigned, and your portfolio materials as described below. Also buy a **spiral notebook,** the 8½ x 11 kind with three hole punched pages, to use for the out-of class writing described under C, 3. below.

3. **Take notes:** *always start class with a clean page dated at the top,* and record information or ideas presented by anyone during discussions of the readings, and during the screening of films. These notes will be an important part of your portfolio.
C. Written assignments and presentations:

1. In class writing. There are three kinds of writing for the class:

   a) responses to a verbal prompt; sometimes we will begin the class with these 5 to 10 minute writings, and then discuss them. Rarely, we won’t have time for them but you should still include them in your class notes, not your spiral notebook.
   b) your class notes
   c) out of class writing.

2. Class notes: Always start class with a clean page dated at the top, and record information or ideas presented by anyone during discussions of the readings, and during the screening of films. These notes will be an important part of your portfolio.

3. Out of class writing:

   a) every other week record at least one of your consumption patterns, preferably a new one each time, and how it is related to energy use. What have you done differently, or thought about doing differently because of energy use concerns? What has prevented you from doing something differently?
   b) every other week, write about a relevant article in either The Wall Street Journal, The New York Times, The Los Angeles Times or The Sacramento Bee, The Enterprise Record or Chico News and Review (clip and paste in your spiral notebook at least seven articles by the end of the semester). If you find good work on the Internet that works too. Cite everything fully.
   c) every two weeks, write 1-3 paragraphs on 3 of the following, and get to every one of them at least once by semester’s end. You can get by with one or two paragraphs a topic one or two times. If this continues, your work verges into the B zone. For A’s, try to combine things—a. with d., for example.

      a. something that is brought up in class, that you didn’t have time to respond to (this will be filed under class participation),
      b. your weekly reading (especially if you get interested and read beyond the assignment or have related our material to that of another class you are taking),
      c. things you notice in other media related to the ideas in this class,
      d. related conversations with other students, family members, etc. –you can do deliberate field work and consciousness raising here,
      f. and/or about experiences you have outside of class that make you think with the class materials.
      g. One entry will require participation in a free and catered guided and reflective tour (see syllabus, March 8 or 9) of the Big Chico Creek Ecological Reserve, or if this is impossible, contact Jeff Mott at 898-5010 for a wildflower walk on the reserve. You will be counted absent but only lose half those points if you do the makeup and get your notes in promptly.
This out of class writing is due every other week (i.e., weeks 2, 4, etc.), so we can give you plenty of feedback, you can get the notebook back at Brice House on Monday, or in class. Do not ignore opportunities over the weekend we have them: just email them to Sally and she will take them into account.

3. Three short research papers. All papers must be clearly and logically written as well as grammatically correct. Whenever you refer, in their words or your own, to someone else’s ideas or facts, you must cite them in the appropriate form, and these citations must be consistent throughout the paper. For this you may need to use a style guide, such as [http://www.easybib.com/](http://www.easybib.com/) which formats citations according to the 6th Ed. of the MLA Handbook and 5th edition of APA. © 2001-2008. EasyBib is an HYPERLINK "http://www.imagineeasy.com" Every paper you hand in should be typewritten, double spaced, in a 12 point font, with one inch margins. Pages should be numbered and stapled together. Please include a title page, including your name, the title, the name of the assignment, the date, and course information. Proofread!

4. One group report. See handout.

5. The portfolio. This is to be handed in at the end of the semester. It will contain your in class writing and notes, your out of class notes, your reading notes (guided or unguided), materials from your group’s presentation, research papers, and an introduction which answers the question: looking back over all these materials now, what have I learned and what do I still want to learn about these topics?

**Assessment policy:** out of class writing 30%, group presentations 10%, papers 15% each (30%), class notes 10%, class participation 10%, portfolio 10%.

**Course Schedule**
(some of this may change as the class evolves)

**Section One, Weeks One through Six: The Past in the Present**

**Week One** (1/28)

*Introduction to the class*

Learning objective: in what kind of world do you want to live? What must you learn to make that happen?

Syllabus, course packet, field trip, the portfolio, papers, weekly entry (20 minutes)

**GROUP FORMATION, discussion of reports** (15 minutes)

**Week Two** (2/4)
The North American Continent as Turtle Island

Learning objective: What do we have to learn from Native culture?

Quiz on the syllabus.

Guest lecturer: local Native speaker, Ali Knight

Texts: Basso, “‘Stalking with Stories’: Names, Places, and Moral Narratives Among the Western Apache,” course packet
       Silko, “Landscape, History, and the Pueblo Imagination,” course packet

First regular biweekly assignment of out of class writing and notes due.

Week Three  (2/11)

Wilderness as Wisdom: Transcendentalism

Learning objective: Why do Americans seem to have a relationship to the land unlike any other nation’s?

Student report 1: The ideas behind the history of our National Parks, up to the present

Texts: Thoreau, Walden, Chs. 1 and 2  http://thoreau.eserver.org/walden00.html
       Lopez, Of Wolves and Men. Ch. 1, course packet

Week Four  (2/18)

The Virgin Land and the Wild West

Learning objective: How did myths about land fuel the expansion westward?

Texts: F. J. Turner, The Frontier in American History, Ch. 1
       http://xroads.virginia.edu/~Hyper/TURNER/

Guest lecturer: Barbara Vlamis from the Butte Environmental Council

Out of class notes due

First research paper due: What are really sustainable practices and/or research and what are not (that is, what myths and realities are current?)
Week Five  (2/25)

The Wicked City

Learning objective: To locate “civilization” and determine where it is to be found

Texts:  Erik Larson, Devil in the White City, [you own this book]

( pp. 11-34, 48-61, p. 73, 75-84, 94-99, 104-122, 128-145, 153-160, 167-182, 185, 192-197, 206-216, 235-42, 247-258-264, 269-273, skim, if you like the other chapters about the Fair before and after 334-336, 373-383) (Of course you may read the whole book all through, but the skipped sections are about nothing but serial murders and an emotionally challenged assassin’s career.)→

Dave Cieslewicz, “City Ethic: Urban Conservation and the New Environmentalism”, course packet
Whitney Gould, “Creating a City Ethic”, course packet
http://www.africanamericans.com/WattsRiots.htm
http://www.time.com/time/specials/2007/la_riot/article/0,28804,1614117_161408
http://www.chrisjordan.com/ 4.00.html

Student report 2: Environmental justice and cities: inner city, suburb, slum (c/c LA with Nairobi or Mumbai? (use film End of Suburbia)

Week Six  (3/4)

Apocalyptic Visions USA

Learning objective: How millennialism has shaped American thought

Corporation, and perceptions of globalization as a monster devouring the world

Texts:  James Howard Kunstler World Made By Hand, [you own this book]
Out of class notes and second research paper due: a retrospective and suggestion for another unit of study for this class

Week Seven  No regular class meeting. Those who cannot make it to the Field trip, see page three above. For extra credit attend the lecture by Elizabeth Holbert 3/11 7:30 in Laxson and write a two page thought piece.
Promoting Perception (Learning objective)

Field trip, the eighth or ninth of March, to Big Chico Creek Ecological Preserve (898 5010), directions on website (Jeff Mott)

SPRING BREAK (do the reading for week eight)

Section Two, Weeks Eight through Fourteen: Facing Global Issues

Week Eight (3/25)

California and Others Dreaming

Learning objective: Why we are running out of water

Student report 3: monoculture agribusiness from a *global* perspective, including the “green revolution” and desertification

Mark Reisner, *Cadillac Desert*, Ch. 2, course packet
Arax and Wartzman, *The King of California*, Chs. 6 and 18, course packet

Out of class notes due

Week Nine (4/1)

Owning and Using the Land

Learning objective: to understand the concept of private property and the rights of ownership

Texts: Eric T. Freyfogle, *The Land we Share*, Chs. 1 and 8, course packet
Susan A. Crate, *Cows, Kin and Globalization: An Ethnography of Sustainability*, Ch. 6 and Epilogue, course packet

Visitor Don Hankins, speaking on forest management, 5 p.m.
Week Ten (4/8)

Population, the Elephant in the Parlor

Learning objective: to understand the relationship between population growth and resource scarcity (carrying capacity)

Text: Jeffrey D. Sachs Common Wealth: Economics for a Crowded Planet, Chs.7-8, course packet
And look at http://www.populationpress.org/

Student report 4: The Population Controversy since The Population Bomb (1968) →

Out of class notes due

Week Eleven (4/15)

No topic: catch up time. Weekend trip to farm for those who can make it. Those who cannot will have to go on their own and hand in their notes by week thirteen.

Week Twelve (4/22)

Learning objective: to understand the food production and distribution systems

Text: Michael Pollan’s In Defense of Food [you own this book]

GRUB visit

Student report 5: Who is starving, and why

Week Thirteen (4/29)

Sustainable Communities and Deep Economies

Learning objective: What makes people happy

Student report #6: Happiness in hard times

Text: Bill McKibben, Deep Economy, Chs. 1 and 3, course packet

Out of class notes due
Week Fourteen (5/6)

New Directions: A Sustainable Future

Texts: James Gustave Speth, The Bridge at the End of the World, Chs. 6 and 9, course packet
       Michael H. Shuman, The Small Mart Revolution, Chs. 2 and 9, course packet

Notes for this week will go into your Portfolio

Week Fifteen (5/13)

Dinner with the McNalls, that evening at 6.

From the Park and Ride, take 32 east to Bruce and turn right, and then left onto the Skyway, to the third traffic light in Paradise, which is at Elliott. Turn left. There is an abrupt right at the bottom of the hill, onto Oakmore. Follow Oakmore to the top of the hill and turn left onto Crestview; then almost immediately turn left again onto Crestwood. Follow Crestwood around a corner and you will see, across from a row of mailboxes, a redwood sign bearing the number 520. That is us. The gates are for deer, not people. You can use the one that works manually, or struggle with the keypad (0123). There is plenty of parking.

Third research paper (also known as the final) due at Brice House Wednesday of finals week, with Portfolio

Topic TBA, soon