

**HNRS 340I MEN, WOMEN AND THE LAND: MYTHS AND REALITIES**  
**Tuesdays and Thursdays 9:30-10:45, MLIB 162**

**Spring 2017**

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### **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.

### **General Education Learning Objectives**

The Student Learning Outcomes (SLOs) for our General Education program flow from the recognition that certain essential intellectual and practical skills rest on the foundation of a high-quality General Education program. These include effective written and oral communication, critical thinking, and mathematical reasoning skills.

1. **Oral Communication:** Demonstrates effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience. Students apply oral communication effectively for class discussions and research presentations.
2. **Written Communication:** Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience. Students write four one-page responses to the reading, three one-page responses to guest presentations, a one-page response to a class video, and one two-page response to a class field trip. Students prepare two formal papers during the semester, the first of which receives critical feedback from the instructors, which students then use for revision. The midterm exam consists of written short answer and essay questions; the final exam follows a similar format and is comprehensive.
3. **Critical Thinking:** Identifies issues and problems raised in written texts,

visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions. Students are exposed to a range of perspectives in class assignments and discussion; this encourages them to evaluate complex issues methodically towards the goal of arriving at reasoned conclusions.

4. **Diversity:** Demonstrates an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. Students consider the relationship of humans to other species and the planet in the undeveloped and industrialized worlds, in an historical framework. The biological and culturally-based differences between men and women are explored in several contexts.

### **Course materials**

All books are or will be available for purchase at the AS Bookstore. Additional materials will be posted on Blackboard (**BB**) or otherwise available on-line.

#### *Books*

Atwood, Margaret. 2009. Year of the Flood. New York: Doubleday Publishing.  
Kroeber, Theodora. 1963. Ishi in Two Worlds. Berkeley: University of California Press.  
Leopold, Aldo. 1949. A Sand County Almanac. New York: Ballantine Books.  
Oreskes, Naomi and Conway, Erik. 2014. The Collapse of Western Civilization. New York: Columbia University Press.

### **Presentations and written assignments**

#### *Panel Presentations*

Students will sign up in groups of three to form panels. Each panel is responsible for identifying key points from the day's reading (10 minutes) and formulating questions for the class as part of a class discussion, which will be led by the group (20 minutes). Good questions for discussion will have a clear focus and will highlight controversial aspects of the material. Student moderators are expected to engage the rest of the class in discussion, and points will be awarded based on the clarity of the presentation and the effectiveness of the panel in promoting class discourse.

#### *Written responses to the class materials*

Four one-page written responses to the readings will be due throughout the semester (see schedule below for due dates). These are to be a reflection on and critical analysis of the reading. Identify **two** key points from the reading and explore **one** of those points in your writing. Please include only a one-line header with your name and the date. Conclude your discussion with **ONE** question that you think would stimulate discussion. To earn the full five points, papers must meet the one-page minimum (more is fine), be typed and double-spaced, and use standard margins. You may print double-sided if you go over one page. No late papers will be accepted.

### *Guest Speakers*

We have scheduled three guest speakers and one conference event. For three of these events, we ask that you write a one-page response, outlining what you learned and how this special event enhanced your understanding of class topics. (5 points each; 15 points total)

### *Field Trip*

One field trip during class time is scheduled, with an alternative weekend date (3-hour window). A 2-page response (typed, double-spaced, 1-line header) is due a week after the outing. (10 points)

### *Formal Papers, Presentations, and Exams*

One **paper** (6 pages, excluding header, notes and references) that will be revised and resubmitted: specifications will be posted on Blackboard.

A **formal group presentation** with your panel group (topics and guidelines to follow)

One **group report** to accompany the formal group presentation

A **midterm exam** and **comprehensive final exam** based on reading, guest lectures, documentaries, and in-class presentations

### **Assignments and grading**

Panel presentation	10 pts
Attendance and participation (includes questions)	25 pts
Written responses to readings (4 at 5 pts each)	20 pts
Responses to special events and field trip	25 pts
Response to film, <i>Green Fire</i>	5 pts
Midterm exam	40 pts
Formal Paper (original plus revision)	50 pts
Group presentation	20 pts
Group Report	30 pts
Final exam	80 pts
<b>Total</b>	<b>305 pts</b>

Students are expected to complete the assigned reading for the day **prior** to the class meeting, attend regularly, and participate actively in discussion. Participation grade will be based on level of engagement in discussion.

**Plagiarism will not be tolerated. Students who submit essays that include plagiarized material will be assigned an F in the course and reported to Student Judicial Affairs.**

**Policy on electronic devices in the classroom.** Our classroom is “smart,” meaning it is fully equipped with computer, projector and access to the web. During class time, cell phones must be turned off and put away, as well as iPads, laptops and other electronic devices. If you have a special need for a laptop, please talk to your instructors.

**All scored assignments must be completed to receive a passing grade in the course.**

The following schedule of readings and assignments is subject to modification based on instructors' discretion and the pace of the class.

DATE	READING ASSIGNMENT AND IN-CLASS WORK	WRITTEN ASSIGNMENTS/OTHER
Jan 24	Introduction	
Jan 26	Excerpt from <i>Green Equilibrium</i> <b>BB</b>	Two questions on reading due
Jan 31	“Woman as Gatherer: Male Bias in Anthropology” <b>BB</b>	Two questions on reading due Sign-ups for panels; choose groups
Feb 2	<i>Ishi in Two Worlds</i> Part I: Prologue, Chs. 1-3	
Feb 7	<i>Ishi in Two Worlds</i> Part I: Chs. 4-6	Panel One
Feb 9	<i>Ishi in Two Worlds</i> Part II: Prologue, Chs. 7-8	1-page response to reading due
Feb 14	<i>Ishi in Two Worlds</i> Part II: Chs. 9-10, Epilogue	Panel Two
Feb 16	“Gender, Land and Sexuality” <b>BB</b>	1-page response to reading due
Feb 17	<i>Last day to drop class without serious and compelling reason</i>	
Feb 21	Muir selections	Panel Three
Feb 23	Eric Bartelink class visit	
Feb 28	<i>Sand County Almanac</i> (pp. 101-145)	1-page response to reading due
Mar 2	Ray Barnett visit; “Godful Nature” <b>BB</b>	Bartelink response due
Mar 7	<i>Sand County Almanac</i> (pp. 237-295)	Barnett response due
Mar 9	<b>Midterm Exam</b>	
Spring Break		
Mar 21	Documentary: <i>Green Fire</i>	1-page response to film due 3/28
Mar 23	Sustainability Conference	
Mar 28	Reading from <i>Hope, Hype and Reality of Genetic Engineering</i> <b>BB</b>	Panel Four
Mar 30	<i>The Collapse of Western Civilization</i>	Panel Five; conference response due
Apr 4	<i>The Collapse of Western Civilization</i>	<b>Paper Due</b> ; two questions on reading due
Apr 6	<i>The Year of the Flood</i> : “The Garden,” “The Year of the Flood,” “Creation Day,” “The Feast of Adam and all Primates”	Panel Six

Apr 11	<i>The Year of the Flood</i> : “The Festival of Arks,” “Saint Euell of Wild Foods”	Panel Seven
Apr 13	<i>The Year of the Flood</i> : “Mole Day,” “April Fish”	Panel Eight
Apr 18	FIELD TRIP: Visit to BCCER	
Apr 20	<i>The Year of the Flood</i> : “The Feast of Serpent Wisdom,” “Pollination Day”	1-page response to reading due
Apr 22	Alternative date for BCCER field trip	
Apr 25	<i>The Year of the Flood</i> : “Saint Dian, Martyr,” “Predator Day”	Panel Nine; field trip response due
Apr 27	<i>The Year of the Flood</i> : “Saint Rachel and All Birds,” “Saint Terry and all Wayfarers,” “Saint Julian and All Souls”	Panel Ten
May 2	Elizabeth Kolbert on “Rewilding”; “Return to Humbug Valley” <b>BB</b> ; Trina Cunningham visit?	<b>Revision of Paper Due</b>
May 4	Formal Group Presentations (1-4)	
May 9	Formal Group Presentations (5-8)	Group reports due (1-5)
May 11	Formal Group Presentations (9-10); Exam Review	Group reports due (6-10)
May 16 (Tuesday)	<b>FINAL EXAM</b> 12-1:50	