

HNRS 340W Men, Women and the Land: Myths and Realities Spring 2021
Tuesdays and Thursdays 9:30-10:45

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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 reflect the fact that essential intellectual and practical skills rest on the foundation of a high-quality General Education program. These skills include effective written and oral communication, critical thinking, and mathematical reasoning.

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 three two-page responses to the readings, one two-page response to the guest presentation, a two-page response to a class video, and one two-page response to a Nature Walk. 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 Presentation (10 points)

Students will sign up in groups of three-four to form panels. Each panel is responsible for giving an overview of the reading and identifying and reading aloud **five passages** from the day's reading, then discussing the significance of those passages (10-15 minutes). The second part of the panel discussion will be formulating at least five questions for the class as part of a class discussion, which will be led by the group (15-20 minutes). Good questions for discussion will have a clear focus and will point the discussion **towards** the reading for the day, not away from it. In other words, avoid abstract, speculative, or opinion-based questions that take the discussion away from the reading. Points will be awarded based on following the above guidelines and moderating class discussion.

Written responses to the class material (5 points each; 25 points total)

Five two-page written responses to the class material will be due during 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 about this reading. To earn the full five points, papers must meet the two-page minimum (more is fine), double-spaced, and use standard margins. Late responses will be penalized 1 point per day late.

Special Events (5 points each; 10 points total) We have scheduled a guest speaker and one conference event. For both of these events, we ask that you write a two-page response, outlining what you learned and how this special event enhanced your understanding of class topics.

Nature Walk (10 points)

This assignment is to be done outside of class time and on your own. We are quite flexible with what kind of outing you do, but the purpose of the Walk is to encourage you to experience some form of Nature in light of our class readings. Details of this assignment will be provided separately. A 2-page response (typed, double-spaced, 1-line header, that discusses what you learned and that makes a connection to class reading) is due April 27th.

Formal Papers, Presentations, and Exams

One **paper** (7 - 10 pages, excluding title page/header and Works Cited or References page) that will be revised and resubmitted: specifications will be posted on Blackboard.

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

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

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

A **final reflection** that looks toward future possibilities for the human-land relationship

Assignments and grading

Panel presentation	10 pts
Attendance and participation	15 pts
Written responses to class material (5 at 5 pts each)	25 pts
Responses to special events and Nature Walk	20 pts
Midterm exam	40 pts
Formal Paper (original plus revision)	50 pts
Group presentation	20 pts
Group Report	30 pts
Final Reflection	10 pts
Final exam	80 pts
Total	300 pts

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.

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

