

HONOR 2109 ♦ Intellectual Traditions Through an Ecological Lens ♦ Fall 2024



Instructor: Rachel Mason Dentinger rachel.mason.dentinger@utah.edu

Class meetings: Th 12:25-1:45, KV 1115 ♦ 3 Credit hours

Rachel's office hours: Th, 9-10am, or by appointment, in CTIHB 357 or
<https://utah.zoom.us/my/rmdentinger> Passcode: mushroom

Intellectual Traditions General Course Objectives

- ♦ Learn how to critically analyze texts (broadly defined).
- ♦ Learn how to engage in a discourse community with supporting materials and communicate these engagements in oral and written ways.
- ♦ Explore the diverse range and development of ideas that shape human perspectives and experience.

Ecology & Legacy Integrated Minor Course Objectives

- ♦ Learn how to apply texts to analyze concepts and values related to the environment, human relationships to nature, and ecological thinking across and within societies.
- ♦ Practice interpersonal communication skills that demonstrate respect for other perspectives and cultures.
- ♦ Explore methods to contextualize and understand myself in relation to ecological, social, global interactions.

Required Texts ♦ Most readings are provided digitally via links in the class schedule or in Files on Canvas. Please make every effort to bring the assigned reading with you to class—whether a book, a printout, or a digital version on a device. **The following books must be purchased**, from any retailer that you wish:

- 1) Terry Tempest Williams, *An Unspoken Hunger* (1968)
- 2) Kurt Vonnegut, *Galápagos* (1985)
- 3) Michael Pollan, *The Botany of Desire* (2001)

My expectations ♦

- ♦ You will come to class *prepared to discuss specific aspects* of the assigned readings and participate in class activities and projects.

◆ *Devices* are welcome for notetaking and class participation when appropriate but otherwise must be stowed. *Please do not wear earbuds in class.*

◆ *Attendance* on Thursday is required and rolled into the participation points. Please let me know if you are ill or some other serious conflict arises—I am happy to accommodate justified absences when students communicate clearly with me.

◆ *Late assignments* may be made up, but you must email me as soon as you know that you will not be able to complete an assignment by the due date, so that we can make alternative arrangements.

◆ Because we meet in person only once a week, you will need to be diligent about completing your *asynchronous tasks* outside the classroom and also realistic about how much time they will demand. The workload for a 3-credit class is approximately 3 hours/week of instructor-guided activity (in our case, 80 in the classroom and 80 minutes outside the classroom and approximately 6 hours/week of outside homework. Keep this in mind as you budget your time for your coursework. Your outside work for this class will ebb and flow and sometimes you will take on a bigger outing (see, for example, the suggested events at the Great Salt Lake). You can think about the time these longer outings take and count them against future weeks.

◆ *Generative AI* can be very useful in making initial suggestions for research directions and even loosely summarizing long pieces of writing, but you should consider it to be something like a sophisticated and repetitively verbose Google search. I strongly suggest that if you use AI in at all for your academic work, you start with Microsoft Copilot, which the University of Utah makes available to you for free: <https://ai.utah.edu/learn/copilot/index.php>. Copilot will do a better job of protecting your data AND protecting authors' intellectual property. If, for example, you use an external, free generative AI tool to summarize an academic article, you are taking intellectual property licensed to be used behind Marriott Library's paywall and putting it out in the public domain, training ChatGPT with it. In addition, anytime you use an AI tool to generate text, you must vet the information contained therein (it is often incorrect or completely fabricated—these are known as AI hallucinations), edit it heavily, and even then you must cite it as you would any source other than your own authentic words. AI is not considered an author, so it requires a very specific format. See the APA guidelines here, for example: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. Citing AI requires you to provide the prompt used, in the text or note, as appropriate. You may ask Copilot to summarize an article—this is best used when you are trying to determine if a particular article will be useful to you in your research. It is not an adequate substitute for completing your course reading assignments, since Copilot is not yet capable of speaking for you in class.

◆ *Plagiarism* is never acceptable. If, at any time, you represent words written or ideas produced by another entity (including an AI tool) as your own, you will receive a zero on your assignment. If in doubt about the boundaries of plagiarism, check a trusted source, like this one: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html You will also note that re-purposing your own past academic writing for a new class also counts as plagiarism. However, if you *ask for permission*, many professors will be flexible about this.

Grading Scheme

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	E = 59-0%

Assessment ◆ 289 points total

1) Weekly Journal Entries (1 per week x 14 weeks x 5 pts each) 70 points

I call this a “journal” because it is an on-going record of your experiences in this class and, in particular, the activities that you pursue asynchronously. These entries will ask you to reflect on your asynchronous experiences and consider whether the reading you were given for the experiences enhanced or added nuance. As the semester progresses, you should make increasing connections with other assigned readings. These entries will serve as a resource for you in essay assignments. You may think about including photos as well as words. Each entry should be about 500 words, but these are free-form and should not be difficult to write. Note: Your first “entry” will be in-class writing on our first day of class. DUE FRIDAYS (with some exceptions – see weekly schedule.)

2) Weekly One-Place Reflection (1 per week x 14 weeks x 1 pt each) 14 points

Find a place outside that you can easily visit one time every week. Each week, sit there for at least 5 minutes, observing what’s happening around you and taking a single photograph. Aim to take the photo around the same time of day, though obviously this isn’t going to be possible every week! Make sure your photo frames the same spot of ground each time. What are the plants and built objects in your one place? How do they shape or conform to each other? How do other people and other organisms interact with this place? DUE FRIDAYS (with some exceptions – see weekly schedule.)

3) Participation (3 pts per week x 15 weeks) 45 points

Attendance is factored into this grade. Make an effort to contribute to the classroom discussion at least once every Thursday and you will earn full credit.

4) Reflective Essay, 2-3 pages double-spaced pages, 20 points

Instructions on 29 Aug, due 19 Sept

5) Two close-reading analyses, 2-3 pages double-spaced, 20 points each = 40

Instructions on 29 Aug, do at your own pace, due by 12 Dec

6) Research Essay, 5-6 double spaced pages, 50 points

Instructions on 19 Sept, due 24 Oct

8) Final Reflective or Creative Essay, 5-6 double-spaced pages, 50 points.

Instructions on 24 Oct, due 5 Dec

9) Final Presentation, 30 points

Instructions on 24 Oct, presentations on 12 Dec

University of Utah Information and Policies

CAMPUS SAFETY: The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

LAUREN'S PROMISE: The following statement discusses interpersonal violence that has occurred on our campus and resources that are available. It may evoke feelings of distress or past trauma by individuals who have experienced situations involving interpersonal violence. We wanted to acknowledge as well that this situation does not describe every victim's experience and certain communities may be at risk for these experiences.



Lauren McCluskey, a 21-year-old Honors student and athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah campus.

We must all take actions to ensure that this never happens again. If you are in urgent need of support, call 911 and/or the Utah crisis line at 800.273.8255. If you are experiencing interpersonal violence, sexual assault, domestic violence, and/or stalking, please report it to me and I can connect you to resources.

Here are additional sources of support and help:

Resource	Phone #	Hours	Affiliation
Center for Campus Wellness, Victim-Survivor Advocate:	801.581.7776	8-5	University
Office of Equal Opportunity:	801.581.8365	9-5	University
University Department of Public Safety:	801.585.2677	24 hrs	University
University of Utah Neuropsychiatric Institute	801.587.3000	24 hrs	University
Utah Domestic Violence Coalition:	800.897.5465	24 hrs	State
Rape Recovery Center 24-hour Crisis Line:	801.467.7273	24 hrs	State
Domestic Violence Link Line:	800.897.5465	24 hrs	State
Stalking Helpline:	800.621.4673	24 hrs	State
Rape Recovery Center Crisis Line:	801.467.7272	24 hrs	State

ADDRESSING SEXUAL MISCONDUCT: [Title IX](#) makes it clear that violence and harassment based on sex and gender (which includes sexual orientation & gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, <https://oeo.utah.edu/>, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Campus Wellness, 330 Students Services Building, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Mandatory reporters are university employees, including students in paid leadership positions, who are required to report sexual misconduct to the Office of Equal Opportunity and Affirmative Action per university regulations. Examples of mandatory reporters include:

- Professors and other faculty
- Administration and staff (non-mental health)
- Resident advisors
- Student employees
- Campus police or campus security officials
- Athletic coaches/assistants

Confidential resources are employees not required to report any identifying information regarding an incident of sexual violence to the university. Survivors of sexual misconduct can speak openly to confidential resources about their experiences without their names or extensive details about their experience being reported to the Title IX coordinator or law enforcement.

- University Counseling Center
- University Hospitals Chaplin
- Student Athlete Support Services

-Center for Campus Wellness Victim-Survivor Advocates

THE AMERICANS WITH DISABILITIES ACT: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, <https://disability.utah.edu/>, 801-581-5020, info@disability.utah.edu. The Center for Disability & Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access. If you are entitled to accommodations, the Center will have already emailed me with the specifics. If a situation arises in which I appear to have forgotten about your accommodations, please inform me as soon as you are able.

STUDENT NAMES AND PRONOUNS: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

WELLNESS STATEMENT: Central to this course is a broad concept of health and wellness. I believe that your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with your instructors before issues become significant problems. The UofU Counseling Center offers individual counseling and free mindfulness workshops and guided meditation: <https://counselingcenter.utah.edu/>
For after-hours emergencies, contact the 24/7 Crisis Line: 801-587-3000.
The Center for Campus Wellness (www.wellness.utah.edu) offers other health resources.

LEARNERS OF ENGLISH AS AN ADDITIONAL/SECOND LANGUAGE: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

UNDOCUMENTED STUDENT SUPPORT: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are

indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested directly with me or through the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

HONOR 2109 - Reading and Assignment Schedule - Fall 2024

Dates	Theme	Reading	Assignments Due and Class Activities
Wk 1 Th 22 Aug	Introduction	No reading **This week's Weekly One-Place Reflection is due Mon 26 Aug**	Welcome, introductions, and syllabus.
Wk 2 Asynch Activity			
Wk 2 Th 29 Aug	What is nature? What is wilderness?	William Cronon, "The Trouble with Wilderness" (1995) Linda Nash, "The Agency of Nature or the Nature of agency?" (2005)	-Introduce Reflective Essay, Due 19 Sept -Introduce Close-reading analysis 1 & 2, do at your own pace, due 12 Dec
Wk 3 Asynch Activity			
Wk 3 Th 5 Sept	Ancient understandings of nature	<ul style="list-style-type: none"> -Atharva Veda (~1200BCE-1000BCE) -Biblical excerpts (~900BCE-400BCE) -Laozi, Tao Te Ching, (~400BCE) Chapter 16, Chapter 23, Chapter 29 -Hippocrates, excerpt from <i>On Airs, Waters, Places</i> (400BCE) -Plato, excerpt from <i>Critias</i> (360BCE) -Lucretius, excerpt from <i>On the Nature of Things</i> (55BCE) -Ovid, excerpt from <i>Metamorphoses</i> (8CE) -Pliny the Elder, excerpt from <i>Natural History</i>(77-79CE) 	
Wk 4 Asynch Activity			

HONOR 2109 - Reading and Assignment Schedule - Fall 2024

Wk 4 Th 12 Sept	Revolutions: Scientific (16-17 th C) & Industrial (18 th -19 th C)	-Francis Bacon, "Preface," <i>The New Organon</i> (1620) -Carolyn Merchant, excerpt from <i>The Death of Nature</i> (1980) -Georgius Agricola, excerpt from <i>De Re Metallica</i> (1556) -Alexis de Tocqueville, excerpt from <i>Journeys to England and Ireland</i> (1835) -William Stanley Jevons, excerpt from <i>The Coal Question</i> , ([1866] 1886, 2 nd ed.)	
Wk 5 Asynch Activity			
Wk 5 Th 19 Sept	Exploration, colonization, domestication	-Columbus (1492), Ribaut (1563), Obregon (1584) -John Locke, excerpt from <i>Two Treatises of Government</i> (1690) -John Ray, excerpt from <i>The Wisdom of God Manifested in the Works of Creation</i> , (1691) -William Bartram, <i>Travels...</i> (1791) -Etienne Benson, excerpt from "Environments of Empire," (2020)	Due: Reflective Essay -Introduce Research Essay, due 24 Oct
Wk 6 Asynch Activity			
Wk 6 Th 26 Sept	Voices for nature, voices from nature	-Ralph Waldo Emerson, Chapter One, <i>Nature</i> (1849) -John Muir, letters: "A Great Storm in Utah," "Bathing in Salt Lake," and "Mormon Lilies" (1877) -Aldo Leopold, excerpts from <i>A Sand County Almanac</i> (1949)	
Wk 7 Asynch Activity			
Wk 7 Th 3 Oct	...continued	Your physical book: Terry Tempest Williams, <i>An Unspoken Hunger</i> (1968)	

HONOR 2109 - Reading and Assignment Schedule - Fall 2024

Oct 7-11	*****NO CLASSES - FALL BREAK*****		
Wk 8 Asynch Activity			
Wk 8 Th 17 Oct	Another revolution: Darwinian	-Thomas Malthus, excerpt from <i>An Essay on the Principle of Population</i> (1798) -Charles Darwin, excerpts (1859-1870s)	
Wk 9 Asynch Activity			
Wk 9 Th 24 Oct	Invasions and Explosions Hum/Animal natures	-Charles Elton, Chapter 1, "The Invaders," <i>Invasions by Animals and Plants</i> (1958) -Paul Ehrlich, excerpt from <i>The Population Bomb</i> (1968) -Garrett Hardin, "The tragedy of the commons." <i>Science</i> 162: 1243–1248 (1968)	Due: Research Essay -Introduce Final Reflective or Creative Essay, due 5 Dec -Introduce Final Presentation, due 12 Dec
Wk 10 Asynch Activity			
Wk 10 Th 31 Oct	Environmentalism	Rachel Carson, excerpt from <i>Silent Spring</i>	
Wk 11 Asynch Activity			
Wk 11 Th 7 Nov	No Class Meeting – Your physical book: Begin Kurt Vonnegut, <i>Galápagos</i> (1985)		

HONOR 2109 - Reading and Assignment Schedule - Fall 2024

Wk 12 Asynch Activity			
Wk 12 Th 14 Nov	Hum/Animal natures	Finish Vonnegut, <i>Galápagos</i>	
Wk 13 Asynch Activity			
Wk 13 Th 21 Nov	Waste and wastelanding	Winona LaDuke, Introduction and Chapters 4 & 5, <i>All Our Relations: Native Struggles for Land and Life</i> (1999)	
Wk 14 Asynch Activity	**This week's Journal Entry and One-Place Reflection not due until Tuesday 3 Dec**		
Wk 14 Thurs 28 Nov	***** NO CLASS – Thanksgiving *****		
Wk 15 Asynch Activity	**NO asynchronous activity - Focus on finishing your work and reading this week.**		
Wk 15 Th 5 Dec	Evolution and human desire LAST DAY OF CLASS	Your physical book: Michael Pollan, <i>The Botany of Desire</i> (2001)	Due: Final Reflective or Creative Essay **No Journal Entry or One-Place Reflection due this week**
FINAL EXAM DAY Th 12 Dec	10:30-12:30 Due: Final Presentations Due: Close-reading Analysis 1 and Close-reading Analysis 2		