

Honors Transfer Student Orientation Packet – Fall 2024

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Welcome to New Student Orientation for Transfer Students ! Fall 2024

Welcome incoming transfer students! For over five decades, U of U students have been pursuing honors education. Each year, we admit intellectually curious students who are passionate about the world around them. Our honors curriculum and community are designed to engage students in a wide range of studies, culminating in a thesis or project within their major. We offer unique opportunities for students to develop critical thinking skills, as well as excellent communication and problem-solving skills that are applicable to any field of study or career. We are thrilled to have you join us in the Fall!

We understand that new student orientation can be overwhelming, particularly as a transfer student, but don't worry! The Honors College Advising team, our campus partners, and the [Office of Transfer Student Success](#) are here to assist you through this process. As you continue your journey at transfer student orientation, we want to provide you guidance on the next steps and help you connect with honors advisors, staff, and fellow students.

You have been admitted to the Upper Division/Transfer Student cohort (admitted with 60+ credits) and have agreed to take a cohort class in Fall 2024. This course is HONOR 3601 – Intellectual Traditions of Latin America. There are two sections available, both are scheduled to meet on Mondays and Wednesdays, with class from 11:50 am – 1:10 pm or 1:25 –2:45 pm. Once you finalize your Fall schedule, please contact the Honors Advising team for a permission code at advising@honors.utah.edu and mention that you are in the Upper Division/Transfer Cohort. In your email, please request to be added to the third-year learning community.

Next Steps:

One-day orientation for transfer students:

- 1) Attend the Transfer Resources Panel and meet Honors Advisor – GC 1900, 10:30 – 11:00 am
- 2) Attend first-semester course planning with Academic College – locations vary, 1:30 – 4:30 pm
- 3) Schedule an advising appointment with an [Honors Advisor](#) to review your first-semester schedule and enroll in your learning community

Virtual orientation for transfer students:

- 1) Complete orientation canvas modules
- 2) Connect with Academic College for first-semester course planning and registration
- 3) Schedule an advising appointment with an [Honors Advisor](#) to review your first-semester schedule and enroll in your learning community

Transfer Student Resources:

- a) [Office of Transfer Student Success](#)
 - [Transfer Student after admission checklist](#)
- b) [Transfer Credit Equivalency Guide](#)
- c) [Crimson Transfer Honors Society](#)

Name: _____
 Major: _____



Date: _____
 Advisor: _____

UPPER DIVISION/TRANSFER DEGREE REQUIREMENTS

For catalog years 2024 and beyond

HONORS CORE - 2 COURSES		Course	Semester	Credits	Grade
1 IT: Intellectual Traditions (HF) See advisor for class information		HONOR_____		3	
1 HONOR Seminar Any 3-credit HONOR class		HONOR_____		3	

HONORS ELECTIVES - 6 CREDITS		Course	Semester	Credits	Grade
Honors Elective					
Honors Elective					
Total Elective Credit (at time of appt.)					_____

Select any combination to fulfill required electives: Honors general education courses, departmental Honors courses, Honors Praxis Lab (6 credits), a Honors internship and approved study abroad. * Note: Some departments have Honors tracks with specific course requirements that will fulfill Honors electives.

LEARNING COMMUNITY

Complete all of the following:

Third-Year Learning Community

Four-Year Learning Community

THESIS COURSE	Course	Semester	Credits	Grade
*** 4999 Hon Thesis/Project Listed in Major catalog (eg. POLS 4999)				

Departmental Honors Liaison/Email _____

Visit [HONORS.UTAH.EDU](https://honors.utah.edu) to schedule an appointment with your Honors academic advisor.

GRADUATION PLANNING WORKSHEET

Effective Fall 2024

This is an unofficial worksheet. Students should use the official degree audit to track and verify their graduation requirements.

General Education Core Requirements

American Institutions
Minimum (D- or CR)

AI **HONOR 2212**

Writing
Minimum (C-)

WR1

WR2

Quantitative Literacy
Minimum (D- or CR)

QL

General Education Breadth Requirements

Fine Arts
Minimum (D- or CR)

FF **HONOR 2010**

Humanities
Minimum (D- or CR)

HF **HONOR 3601**

Life Science
Minimum (D- or CR)

LS **HONOR 4471**

Physical Science
Minimum (D- or CR)

PS

Social / Behavioral Science
Minimum (D- or CR)

BF **HONOR 3214, 3700**

***The options listed on this sheet are a sample of what is available on the Fall 2024 Honors class schedule. Options will vary semester to semester.**

Advising



General Education



***All classes are not required.**

Name _____

Date _____

Advisor _____

Baccalaureate Degree Requirements

Diversity
Minimum (C- or CR)

DV **HONOR 3161, 3214, 3955**

International
Minimum (C- or CR)

IR **HONOR 3601, 3950**

Upper - Division Communication / Writing
Minimum (C- or CR)

CW

BS Methods Requirement
Minimum (C- or CR)

DI

OR

QI **HONOR 3200**

OR

BA Language Requirement
Minimum (C- or CR) *

LR

* Students must demonstrate a required proficiency and purchase equivalent credit, or complete one course equivalent to or higher than the fourth semester (2020 level)

Major Requirements

majors.utah.edu

Complete **Major requirements**

40 Upper - Division Credit Hours

Minimum **122** Credit Hours

Residency Requirement - 20 of the final 30 credit hours must be taken at the U

* Minimum grade does not apply to prerequisites. Please check with department first.

* If a course is a requirement for a major, it must be taken for a letter grade. CR/NC is NOT an option.

* B.F.A., B. Mus., and B.S.W. students are exempt from the Methods Requirement and Language Requirement



Honors Learning Community Requirement

As of the 2022-2023 academic year, all incoming honors transfer students have a 2-year learning community requirement.

The **third** and **fourth-year learning communities** are geared to help prepare students for the thesis process. More specifically, the third-year learning community is intended to support student progress towards conceptualizing the thesis and submitting a thesis proposal. As the thesis process can look very different for students of different majors, the learning community focuses on the lowest common denominator steps that each student must at some point complete and emphasizes department engagement for personal deadlines. This is achieved through module-based resources that encourage students to engage with information about mentors, formulating questions, and understanding deadlines. Additionally, each module concludes with a reflection that gives students the opportunity to reflect on the steps they have taken or are planning to take.

Intellectual Traditions Course Registration – HONOR 3601

- 1) Plan your course schedule for Fall 2024 –either with the help of an academic advisor during orientation or on your own.
- 2) Add a block in your schedule for one of the available HONOR 3601 sections – Days & Times (listed below).
- 3) Confirm that the course information matches your selection and continue to complete registration.
- 4) Once you have finalized your Fall schedule, please reach out to the Honors Advising team at advising@honors.utah.edu to obtain a permission code. When contacting them, make sure to mention that you are in the Upper Division/Transfer Cohort. If you have any questions or need further assistance, feel free to email us or schedule an [appointment](#).

<u>Catalog #</u>	<u>Class Number</u>	<u>Meeting Days & Times</u>	<u>Location</u>
HONOR 3601-02	16212	Mo/We 11:50AM – 1:10PM	MHC 1206 B
HONOR 3601-01	12717	Mo/We 1:25PM – 2:45PM	MHC 1206 B

Fall 2024 Honors Course Descriptions

Intellectual Traditions

ALL courses in this section fulfill an honors core requirement AND general education requirements for Humanities (HF).

HONOR 2101: [The Ancient World](#) w/ Prof. Stuart Culver (HF)

This course examines a variety of texts and thinkers from earliest times to the beginnings of the Common Era, with a focus on the ideas that have had an enduring, foundational influence on our understanding of both ourselves and the world in which we live, and that have thereby become canonical works. Topics covered will vary by individual instructor, but may include: the idea of the hero, fate and death, the development of Christian and non-Christian religious traditions, the nature of the state, and the roles of men and women. Some typical readings are the Epic of Gilgamesh, Homer, Sappho, Greek tragedy, the philosophy of Plato and Aristotle, Chinese Daoist (Taoist) texts, the Bible, and early Church fathers. The course stresses careful reading, critical thinking, and good writing. Students interested in knowing more about authors and themes to be covered are urged to attend the Honors Preview or contact the instructors directly.

HONOR 2102: Flowering of the Common Era & the Threshold of Modernity (HF)

This course explores the development of canonical literature, philosophy, drama, and theology from the beginnings of the Common Era to roughly the seventeenth century CE, during which time religious thinkers, poets, artists, and politicians formulated many ideas and values that still captivate people's imagination even today. Works discussed usually include St. Augustine, the Qur'an, St. Thomas Aquinas, Dante, Chaucer, Christine de Pizan, Machiavelli, and Shakespeare, but may differ somewhat from section to section according to the instructor's discretion. Themes that are covered may include: free will and divine justice, the concept of Nature, the Crusades and the conflict between Christianity and Islam, the notion of sin and hell, Renaissance humanism and secularism, and the Reformation. The course stresses careful reading, critical thinking, and good writing, participation in the discussions, and attendance. It also stresses independent thought, and pushing yourself to examine and reexamine your beliefs, often past your comfort level.

HONOR 2103 The Rise of Modernity (HF)

This class studies the "modern" period in which we live, as influenced by the Scientific Revolution, the Enlightenment, and/or other movements and periods. Readings are drawn from canonical writings in science, literature, history, and philosophy, among other genres. The course typically focuses on issues such as the development of modern science and technology, the tension between science and religion, the modern state and totalitarianism, the impact of evolutionary theory and developments in psychology on conceptions of the person, and so forth, subject to the individual instructor's discretion. Readings may include Galileo, Descartes, Hobbes, Locke, Rousseau, Jane Austen, Freud, Marx, Virginia Woolf, and Sartre, but will vary somewhat from one section to another. The course stresses careful reading, critical thinking, and good writing. Students interested in knowing more about authors and themes to be covered are urged to attend the Honors Preview or contact the instructors directly.

HONOR 2104: [Cross-Cultural Dialogue](#) w/ Prof. Paula Mendoza (HF)

In this course we will explore texts which deal with human resilience and identity, national consciousness, cultural hybridity, and the ravages of imperialism and war. We will study the continuum of these modern ideas, as well as consider their relevance and reverberations in our current moment. You will view a film and two novels, along with short stories, poems, and supplemental academic articles to ground your exploration in historical and political contexts. Supplemental readings will range a variety of course-pertinent topics, including but not limited to: postcolonial theory, nostalgia and sentimentality, cultural identity, and globalization. Some of the questions your reading, writing, and research will engage: What do we mean by the idea of 'home'? What does it mean to belong? What do the concepts of transnationalism and borders entail? How do myth and folklore inform national identity and culture?

HONOR 2106: [Reacting to the Past: Middle Ages](#) w/ Prof. Ginger Smoak (HF)

This class uses elaborate role-playing games to learn about important moments in history and the political, religious, economic, and social forces surrounding them. The games this semester include Constantine and the Council of Nicaea, The Second Crusade, and Marlowe and Shakespeare. Students read classic and historical texts and engage in debates over such issues as the nature of God, just wars, and regicide.

HONOR 2109: Ecology and Legacy with Prof. Juliana Chow (HF)

How do we inhabit a place and how do we get to know it? Who or what is part of a place? Our sense of the environment has been shaped by historical and cultural understandings of the environment and how we relate to it. In many Euroamerican histories and cultures, people have taken “nature” or “wilderness” and turned it into a cultivated space or resource and even a philosophical ideal—frontiers explored and civilized, forests cleared into farms and homesteads, wild creatures tamed or hunted to extinction, nature revered as a refuge or retreat. How does environmental awareness change when we reconsider how we inhabit places through both settling and unsettling, sensing and dreaming? This is an environmental humanities course centered on the relationship of humans and nonhumans in the environment through a place-based study of ecological thought. Throughout the course, we will explore key concepts, narratives, histories, philosophies, and spatial and sensory practices pertinent to ecological thinking. The aim of the course is to think critically about how environmental attachments to place have been and are constructed. Students will investigate key words and concepts in narratives of places and chart their changing definitions, experiment with weaving their own narratives and using maps to constellate the potent meanings of place. Assessment will be based on discussion participation, presentations, short writing assignments, a research paper, and final project.

HONOR 2810-01, 02: A Divine Wandering w/ Prof. Michael Sohn (HF)

We all dream, whether we like it or not. But what is a dream and what does it do? The English word for “dream” comes from the old English “drēam”, meaning “music, joy”, and the wonderful strangeness of dreams, their *unreality* bright or dark, seems to bear this out. But fall a little deeper down the word and you find that it comes from the Proto-Indo-European “d^hrewg^h”, that is, “to deceive, injure, damage”. Dreaming can be dangerous, and if dreams tell the truth, they tell it slant. Take “rêver”, “to dream” in French. This word — the same? — comes from the old French, “resver”, which means “to wander” and “to err”. Socrates, making fun of people who put too much stock in etymologies, points out that the Greek word for truth, “alêtheia”, is “a compressed form of the phrase, ‘a wandering that is divine’ (*alê theia*)” (Plato, *Cratylus*). Is that what a dream is, does — allows us to divinely wander towards truth? And if we get lost?

Literature in particular can unreal reality in productive ways, and we will consider some of them by reading poems and stories and novels and paintings and films that dream or unreal the everyday. Certain texts deal directly with dreaming in order to augment if not transform how we think of and address reality; others estrange the ordinary so that in the widening distance between what we read and what we know, we see more clearly who and where we are.

HONOR 2810-03, 09: [Magic & Technology in Historical Practice](#) w/ Prof. Brian Kubarycz (HF)

This course will examine representative texts from Antiquity, the Middle Ages, the Renaissance, and the Modern era. While our current literary canon remains largely centrist, Western, and male; magic generally occupies an eccentric position. Inhabiting the frontier between authorized and unauthorized beliefs and practices, magic invites curious readers to explore voices, practices, and communities often silenced or marginalized. In this course we will focus on a number of themes, though we will pay particular attention to magic's shifting status as either mainstream or counter-cultural system. Further, we will examine magic as a point of encounter and exchange between self and other, as well as mainstream society and its periphery and underground. Finally, we will investigate the world of magic as a site of radical hybridity and transformation. Assigned materials will be of literary, historical, philosophical, psychological, sociological, or political interest. Readings will derive from Western and non-Western sources, as well as male and non-male authors. Students should be aware that required readings will include mature materials; individuals with related concerns should consult the university's Accommodation Policy to determine if they are willing fully to participate in this course.

HONOR 2810-04: [Gods & Monsters](#) w/ Prof. Michael White (HF)

We think most immediately of gods as celestial figures of holiness and light that we are guided toward; monsters are repulsive, frightening beings that prowl the labyrinths of dark from which we recoil. Gods are morally and spiritually (and often physically) perfect; monsters are (with few exceptions) malformed, unnatural embodiments of moral and spiritual corruption. Complete opposites, right? Well, yes – and no. This course will explore some of the fascinating ways in which our cultural deities and monsters, for all their opposing traits, converge as figures of radical Otherness and excess, who mutually exist in the no-man's land where maps run out, where reason falters, and where we discover our most intimate human selves.

HONOR 2810-05: [Gender, Performance & Performativity](#) w/ Prof. Lynn Deboeck (HF)

Utilizing primarily dramatic literature, including ancient and contemporary scripts, this course will explore how culture creates identity through and within performance. The intellectual tradition of scripting gender follows a parallel trajectory to that of the Western traditions of social construction and political influence and we will map these along with the effect performance has had on the *performativity* of gender itself. Gender is a construct that ties nearly every branch of society to another, using hierarchies, norms, and dogma to keep firm what is actually quite fluid within individual identities. This journey will examine what it has meant and will mean to continue the tradition of gender performance.

HONOR 2810-06: Freedom and Constraint w/ Prof. Dale Enggass (HF)

In this course, students will investigate the concept of freedom in philosophy, literature, and art. From ancient Greece and the American and French revolutions to abortion laws and vaccine mandates, appeals to “freedom” have been a ubiquitous—and famously vague—rallying cry. But what does freedom really mean? How do conflicting beliefs about freedom influence our daily life and bodily autonomy? And what, if anything, can art, literature, and philosophy contribute to our conversations about freedom and its purported opposites tyranny and constraint? More specifically, how have a range of artists and writers employed formal constraints as a potent (and paradoxical) form of agency? We will consider these complex issues via specific texts and our own writing. We’ll look at definitions of freedom in Western and Eastern philosophy while examining the role of formal constraints in modern and contemporary writing and other media such as music and visual art. You will have the opportunity to experiment with written forms and conduct collaborative, interdisciplinary research in areas of contemporary social concern to explore how various media and artistic movements have tried to model a dynamic freedom-in-constraint.

HONOR 2810-07, 08: [Revolutions](#) w/ Prof. Paul Ketzle (HF)

The idea of “REVOLUTION” has come to frame the rapid and often radical shifts in the social, political, religious and scientific order for more than half a millennium. This Intellectual Traditions course will explore how this idea has come to permeate our history, our literature, our art and culture and politics. Our wide-ranging study will cover novels, stories, plays, scientific, philosophical and religious works, as well as other art, texts, and films. Our explorations will range from the scientific revolution of Copernicus to the reformation of Martin Luther, the establishment of the American Democratic Republic to the fight for equal rights of women and racial minorities to the economic revolt of the working classes. Our primary focus will be on critically reading texts within their own contexts to understand how this idea of “revolution” has arisen across different times, places, and cultures as we explore how these texts have inspired—or countered—revolution. Along the way, we will question, along with Jefferson, whether revolution is inevitable—or even an integral component to advance human society.

HONOR 2810-010: [Evil](#) w/ Prof. Aaron Beasley (HF)

This course explores the persistent problem of “evil” in the literary and philosophical context of modernity. The concept of evil does not disappear after the paradigmatic shifts in thought brought by the scientific revolution and the philosophical enlightenment, but it does assume new meanings. In fact, the “age of reason” stimulates greater curiosity regarding the aims or motives behind so-called “evil” acts. Through art, literature, philosophy and public discourse, modern societies continue to wrestle with definitions and the social function of “evil”. Language around human tragedy remains steeped in notions of personal and collective responsibility, using moral and ethical terms to formulate the various questions of preventable harm and conditional motivation. Theories of evil attempt to refine our understanding of human behavior according to a dualist logic of vice and virtue, even as these words feel antiquated to contemporary ears. Although modern thought seems to have transcended ideas like hereditary guilt or original sin,

the notion of evil retains a descriptive utility. Class discussions and assignments will focus our critical thinking within and around various social, political, aesthetic and religious dimensions of the problem of evil.

HONOR 3601-01, 02: Latin America w/ Prof. Christopher Mead (HF, IR)

Through literature, philosophy, film, art, and artifacts, this course explores some of the intellectual traditions of Latin American cultures, including those of indigenous and other marginalized peoples. Looking for commonalities as well as divergences, the course creates a dialogue between Latin American ideas, values, and culture, and those of what is commonly referred to as “The West”. Issues addressed may include, but are not limited to: political theories, societal values, the role of family, attitudes toward nature, religious and spiritual beliefs, gender roles, the effects of European colonialization, and the historical concept of “western civilization”. **This course is required for honors students admitted to the Upper Division/ Transfer Student Pathway for Summer or Fall 2024.**

3-Credit Honors Seminar/Electives

All courses in this section fulfill honors elective requirements AND general education requirements (AI, BF, FF, LS) or bachelor's degree (CW, DV, IR, QI). Note: Some classes might fulfill multiple requirements.

HONOR 2010: Curating and Writing about Art w/ Prof. Virginia Solomon (FF)

This course offers students an opportunity to work with museum professionals and artists to learn how art gets presented to the public, and how this presentation shapes its interpretation. Via in class discussions, readings, guest lectures, and hands on experience with all facets of putting together a museum exhibition, students will get to work with artists and curators to learn about the artists whose shows we will work on, about curation as a field and a practice, and about how museums utilize different techniques to make art legible and accessible to the public.

HONOR 2212: [American Institutions](#) with Prof. Tyler Pack (AI)

This course focuses on the idea of equality as a lens to see American history from colonization to the present and explore the emergence and transformations of American democracy and social and political ideals. Equality emerged out of slavery and other harsh inequalities and has always meant different things to different Americans. If over time American civil rights have expanded dramatically, American rights talk tends to ignore fundamental human rights. That is, you have the right to vote or the right to a jury trial, but not the right to eat. Equality remains contested. How have debates over equality shaped American history? How does it stand with equality today?

HONOR 2870: [Artfully Extended Mind](#) w/ Prof. Phillip Bimstein (FF)

Where do the mind stop and the rest of the world begin? This intriguing question is central to the new Honors course, The Artfully Extended Mind, which will explore how “thinking outside the brain” can enrich our lives and illuminate our imaginations. Based on recent research in psychology and cognitive science, students will think with their bodies, their surroundings and their relationships. You will extend your minds and develop your thinking facility in a series of experiential hands-on arts workshops (drawing, sculpture, photography, music, songwriting, poetry, improvisational acting, dance, performance art, etc.). Orchestration of these artistic and cognitive experiences will develop your capacities to focus attention, resist distraction, develop verbal fluency and cognitive flexibility, enhance problem-solving and decision-making abilities, and increase long-term memory for what is learned. And to fully and deeply engage your mind and heart, you will also practice mindfulness, be creative and have fun!

HONOR 3161-03: The Garden: Plot & Provisions w/ Prof. Juliana Chow (DV)

In this course, we will explore critical concepts that inform our understanding and appreciation of cultivated green spaces, as well as the social historical, and ecological issues that have accompanied the labor of cultivation. These green spaces and garden plots are the provision grounds where we labor to feed our bodies and also our minds. They are often conceived as a respite or sanctuary from the surrounding city or as the city's farmbelt or greenbelt to serve its population. And yet these same spaces have been the site of slavery, the plantation system, toxic pesticide use, and labor struggles. From the Garden of Eden to the plantation to our modern day agro-industrial farms and multi-species community gardens, how have our cultural ideas of the garden shaped how food is produced for us and how we imagine growth and sustenance? What epistemologies, ecologies, and economies have organized the way we view plants, crops, and the humans and nonhumans who work on farms? What kinds of issues have developed due to the way we organize life and labor on the farm?

HONOR 3200: Writing in a Research University (CW)

Writing in a Research University is designed for undergraduate (ideally at the sophomore or junior level) who have chosen a major and completed core requirements. The class seeks to develop and employ critical thinking, inquiry and analysis, written communication, and teamwork. Analytical techniques practiced and employed include reduction, synthesis, dialectical reasoning, and systems thinking among other. Central to the course is the understanding of forms and structures found across academic disciplines and audiences from various background. Student writers will engage in an extensive written research project that makes an original contribution to their field. For many, this project lays the foundation for (and may become) the Honors Thesis. **This course is not recommended for first-year students.**

HONOR 3214: Civil Rights Law w/ Prof. Corper James (BF/DV)

Short of physical harm, the United States Constitution allows individuals in their private lives to discriminate on the basis of race, sex, religion or any other reason. Title VII of the Civil Rights Act of 1964, however, prohibits workplace discrimination based on these same characteristics or any other "protected class" and requires an employer to protect employees from sexual and other types of harassment. Recently the Act has been expanded to include the Americans with Disabilities Act and Pregnancy Discrimination Act, among others. How can the Federal Government reach into the workplace and require employees to treat each other in a certain manner, and what has been the economic and cultural impact of the law? What are the social justice implications of the Federal Government's long-arm reach, and how has the law changed the landscape of the American workplace? What were the controversial circumstances that led to the passage of the Act, including how gender became part of the Act? Why are some characteristics, like age, protected under the Act, while others, like sexual orientation, are not? What is the future of Title VII?

HONOR 3300: Deductive Logic w/ Prof. Lex Newman (QI)

This is a course in deductive logic. Our two main tasks will be to figure out how to represent natural language arguments in symbolic notation, and to develop techniques for determining whether those arguments are “good” or “bad.” (Our first task will be to find a better way of talking about arguments than calling them “good” or “bad.”) We’ll start with arguments involving ‘and,’ ‘or,’ ‘not,’ ‘if...then,’ and ‘if and only if,’ developing two different, but equivalent, methods for dealing with such arguments. Later in the semester, we’ll move on to arguments involving quantifiers – words such as ‘all’ and ‘some’ – including those with multiple quantifiers, relations, and identity. While we’ll have occasion to look at some of the interesting properties of the systems that we study, our primary concern will be learning to work within those systems. **This course is not recommended for first-year students.**

HONOR 3850: Novel Writing Workshop w/ Prof. Michael Gills (CW)

A two-semester fiction workshop wherein student writers read and analyze published novels while composing one of their own. Each writer will commit and be expected to complete a book length draft of a novel by the end of spring semester. Student writers should not be enrolled concurrently in another writing class. Enrollment is restricted to Sophomore, Junior or Senior level Honors students. Students will be admitted by permission of the professor. **This course is not recommended for first-year students.**

HONOR 3950: Narrative Studies w/ Prof. Chris Miller (IR)

If it is true that we all likely live with stories, or live through stories, then understanding how their forms and functions have changed over time can offer us a way to reflect on both our individual and social lives. The word narrative, which came into use primarily in legal contexts around the 16th century, is one of the ways we have come to describe and theorize the structure of stories as a meaningful sequence of events, facts, details, etc. Narratives establish connections and give those connections meaning for a reader, an audience, or a participant.

What we will do together is not only interrogate those meanings but also try to understand the needs and contexts that give rise to narratives in the first place. We will develop an interdisciplinary vocabulary for how narratives work as well as the work narratives have been asked to do in fields ranging from design, medicine, social science, data visualization, philosophy, and studies of human culture. Just as narratives create their own distinct worlds with their own rules, patterns, and standards of behavior, we will experiment with utilizing narratives techniques and forms to create worlds of our own. Each week we will meet in the Marriott Library and alternate between critical readings and workshops with partners around campus that will expose us to various methods and tools for creating narratives. We will think about narratives on multiple scales, from practical questions about the sequencing of images or pages to larger theoretical questions about how narratives can help us rationalize our place or role in systemic phenomenon like climate change or public health crises.

Your work in the course will be divided between regular reading and written responses, participation in workshops, and the ongoing design of a collaborative narrative project in which

you will decide on the form and content of a “narrative” with peers from various disciplines. The goal will be to create narratives that are meaningful not only for you but for future public audiences. **This course is not recommended for first-year students.**

HONOR 3955: History of Women in Science, Technology, & Medicine w/ Prof. Rachel Mason Dentinger (CW/DV)

Women have been both subjects and practitioners of science and medicine for centuries, yet inequality persists in their recruitment into the many scientific and technical fields today. This course will begin by considering the intellectual assumptions, social norms, and structural asymmetries that have historically made entry into scientific careers a challenge for women. Yet, despite these multiple challenges, women have found a diversity of ways to engage in the production of knowledge. We will explore this dynamic history from a broad systemic vantage point, through the lenses of specific disciplines in science, and through individual biographies of women, considering how the elements of personal and professional life may be both synergistic and antagonistic.

Students will build practical research skills, examining and analyzing primary source documents—from rare books that document the scientific accomplishments of women at the beginning of the modern period, to University of Utah records, which represent the efforts of women to engage with scientific activities since the University’s founding in 1850. We will also ask how this history is reflected in the lives of women scientists, engineers, and physicians at the University of Utah today, in an oral history project that will contribute to the work of future historians interested in the same pressing questions. Finally, all of these elements will be placed in the context of historical and sociological scholarship that asks how the particular experiences and mindsets of women have shaped and improved scientific practices and discourses.

HONOR 4471: Introduction to Ecosystem Services w/ Prof. Kate Magargal (LS)

Earth's environments provide for the needs of life. Our material needs, like air, water, and food, as well as our physical and mental health are all tethered to functioning ecosystems. We will develop an understanding of the economics of ecosystem service valuation, explore these conventions critically using cross-cultural lenses, and visit examples of how valuing ecosystem services can be used in policy- and decision-making processes within governments, NGOs and within the private sector. By linking social and ecological systems, the concept of ecosystem services naturally provides an interdisciplinary framework for conserving and managing natural resources. Throughout the course, we will study the ecological, economic, and institutional foundations of ecosystem services using examples both local and global from a variety of ecosystems. **This course is not recommended for first-year students.**

Honors Praxis Labs Fall 2024

[Honors College Praxis Labs](#) draw students from all disciplines to collaborate on innovative project-based solutions to pressing societal challenges. Under the guidance of distinguished faculty and community leaders, you and your colleagues analyze your topic through in-depth classroom and field research such as lectures, panels, one-on-one interviews, readings, and off-campus trips. After problems have been identified and solutions developed, you will work together to put your ideas into action in the community. Topics vary each year but fall under our three focus areas of Health & Society, Energy & Environment, and Social Justice. **These courses are not recommended for first-year students.**

HONOR 3700-01: America's Inland Sea: Impacts of a Shrinking Great Salt Lake (BF; class fulfills electives – 6 cr.)

In 2022, the New York Times characterized the Great Salt Lake as an “environmental nuclear bomb,” but is that an accurate description of the lake and its challenges? This Praxis Lab will provide students with foundational knowledge of the geology, geography, and ecology of the lake, as well as relevant human and non-human factors and processes that impact this complex system. We will hear from experts: scientists, legislators, business leaders and landowners as well as social scientists, writers, visual artists, and activists who together are invested in the future of this economically and culturally important ecosystem. Field trips and at least one over-night camping trip are part of this course.

HONOR 3700-02: Equity, Culture, and Preventative Health (BF; class fulfills electives–6 cr.)

This local case study looks at health equity and social determinants of health regarding identity and community positionality in preventing diabetes. This praxis lab holistically connects and reviews concepts from nutrition, geography, urban planning, health, kinesiology, and social work in exploring access and assets that influence diabetes prevention and diagnosis. We will explore questions such as: How can community and cultural assets disrupt systemic health inequity? How do health promotion and disease prevention situate themselves in both systems and selves? How do coexisting discourses on culture and health influence approaches to preventive health?