

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *University of Utah*
 Proposed Title: *Honors Integrated Minor in Ecology and Legacy*
 Currently Approved Title: *Honors Integrated Minor in Ecology and Legacy*
 School or Division or Location: *Honors College*
 Department(s) or Area(s) Location: *Honors College*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *00.0000*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
 Proposed Beginning Date (for new programs): *06/01/2015*
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
University of Utah
Honors Integrated Minor
02/12/2014

Section I: Request

The proposed Integrated Minor in Ecology and Legacy is a plan of study designed for undergraduate Honors students to fulfill both general education and core Honors requirements through an intensive, placed-based study.

1.1 Program Purpose:

The 18-credit hour integrated minor builds on current Honors courses, as well as other standing courses at the University, and allows students to fulfill Honors humanities, science, art and social science requirements around a focused theme. The proposed largely-block structure allows more flexible scheduling options (on-line and summer) for fulfilling Honors and general education requirements and will be especially attractive to science, engineering and dance majors who have highly scripted fall/spring courses of study. In addition, this flexible scheduling will allow more students to engage in intensive interdisciplinary studies. Finally, the program will fulfill the Honors mission (and the University's mission) to promote global education by asking students to think beyond the immediate ("the now and the local") in order to consider long-term and long-distance influence and consequence. Students in this course will engage long-term and long-distance questions around the theme: "What will my legacy be and how do I live my life now to better ensure my legacy comes to be?"

1.2 Program Description:

The local becomes global in an 18-credit hour Honors Ecology and Legacy Minor, 12 credits of which will be earned during an intensive 6-week summer block. (3 credits will be earned the semester prior to the 6-week block and 3 credits will be earned the semester after the block. See below for course requirements). Course enrollment will be capped at 15-18 students.

This program packages core honors and general education requirements together in a summer block in a way that will allow students, especially those in the sciences and engineering with scripted fall and spring schedules, to fulfill graduation requirements in a meaningful way in the summer.

The six-week summer block will be strongly place-based at the University of Utah, The Great Salt Lake, Centennial Valley, Montana and the Peninsula Valdez, Patagonia, Argentina. Students will use science, arts and the humanities to critically think about interactions between humans and the *more-than-human* world. First coined by philosopher David Abrams (*Spell of the Sensuous*, 1997), the *more-than-human* flags the way that humans are immersed in a living world, and indeed how humans move through the world -- not apart from it -- but through interaction within it. To this end, the lenses of ecology will be used to illuminate humanities texts and humanities texts will be used to add philosophical and ethical dimensions to ecology field studies. That is, through studying theories of ecology, animal behavior and human

behavior/personal choices, art, literature and history, we will identify the ways in which we are dependent on, and responsible for, the future health and long-term productivity of our ecosystems.

The semester after the 6-week summer block, each student will enroll in Honors 3420, an upper CW Honors writing course. As the major project for the course, each student will provide a well-researched, referenced and thoughtful answer to the question: "What will my legacy be and how do I live my life now to better ensure my legacy comes to be?"

The program will explicitly make connections between ecosystems in the western USA and in Patagonia, Argentina thereby allowing students to understand broad patterns, similarities and differences in arid, rich, but sensitive landscapes, across cultural and political spectrums.

We will use the following three locations that have marked similarities and differences:

The Great Salt Lake, Utah. Students will explore the cultural, technological, economic, and ecological intersections occurring in their "back yard" in order to construct broad-based thinking about human legacies in the complex and diverse ecosystem of The Great Salt Lake. The lake and desert region is not only a local phenomenon but produces products that are circulated globally (e.g., brine shrimp, salt, migratory birds). The past, present and future of the lake area can be traced through indigenous and settler dwellings, from resource extraction (e.g. salt extraction, Bingham Mine), to military dwelling (e.g. Wendover) to artistic expression (e.g. art works such as Spiral Jetty, Sun Tunnels, the Center for Land Use Interpretation (CLUI), petroglyphs), and to the journeys and meanderings of tourists and travelers (Saltair and Blackrock). We have found that few U students, even those who have grown up in Salt Lake City, have explored the Great Salt Lake and learned of its fascinating ecological, geological and human history. We see this as an opportunity to connect the local with the global, to link the immediate west to broader western issues and then to international ones.

Centennial Valley, Montana. The University was recently gifted the Taft/Nicholson Environmental Humanities Center in Centennial Valley, Montana, just west of Yellowstone. The Center abuts a National Wildlife Refuge and constitutes a living laboratory for biological field study conjoined with issues involving land management, species preservation within competing habitats, and historical investigation of human settlement and uses of the valley, an ideal setting for exploring cost/benefit legacy projects.

The Peninsula Valdez, Chubut, Argentina. The Peninsula is a 1400 square mile peninsula on the Atlantic Coast of Argentina. The site is listed as a World Heritage Site by UNESCO because of the unique group of marine mammals and birds that live on the peninsula or migrate there on an annual basis. Most notable of these are the Southern Right Whales, which come to the Peninsula to give birth and breed during the months of July-December. In addition, the Peninsula is used by orca whales, sea lions, elephant seals, fur seals and penguins, as well as a large number of migratory shorebird species. The mainland area is inhabited by rheas, guanacos and maras, as well as domesticated sheep and goats. Culturally, the area is home to large estancias where gauchos (Argentine cowboys) tend their herds of sheep.

At the Peninsula Valdez, animals (including humans) meet at the interface between terrestrial and marine existences. In addition to individual animal behavior projects, we will highlight and discuss cultural intersections (Latin, European, American), economic intersections (historically, whaling, industrial fishing, artisanal fishing, salt industry, aluminum industry, and tourism), as well as those that often exist between scientists and humanists. Finally, we will examine intersections/tensions between for-profit ecotourism

companies and not-for-profit conservation organizations.

1.3 Advisement and Governance:

Oversight of the Honors curriculum is provided by the Honors College Policy Board. This integrated minor was further reviewed by the Honors College advisors and staff, Dean Newman and Dean Torti. The Honors Policy Board, which consists of faculty and administrators from across departments and disciplines across the University, approved this minor on **February 19th, 2014**.

1.4 Program Requirements for the Minor

Objectives: Create a program that provides 15-18 Honors students with a way to complete their core Honors general education requirements in a summer block structure through interdisciplinary studies of ecology and the humanities in a local and international context.

Entrance Requirements: Acceptance into the Ecology and Legacy Minor is based on an application and interview process. The student must be an Honors student in good standing in the Honors College and at the University. Rising sophomores, juniors and seniors will be eligible to apply.

Program Advertisement: The course will be advertised to all Honors students during summer orientation 2014 and at the beginning of fall semester 2014 in order for students to be aware of the opportunity and plan their general education courses accordingly. We expect that this minor will be especially relevant to science, engineering and dance majors who have little or no time in their first year schedules to take general education or honors courses. We will specifically target this group of students through information sessions and personalized emails to major lists.

The required courses are listed below.

Spring semester (prior to summer block)

GEOG 3670 Geography of Latin America (on-line existing course), IR credit (3 credits)

6-week summer block (July 1-August 15)

HONOR 2109: Intellectual Traditions: Through an Ecological Lens (HF) (6 credits) (Dr. Robert Newman)

HONOR 3820: Critical Landscapes: the politics of land use in contemporary art. (FA/SB) (3 credits) (Dr. Monty Paret)

HONOR 2700 Comparative Ecology: Species Interactions. New course to be developed. (SF) (3 credits) (Dr. Sylvia Torti and Dr. Luciano Valenzuela)

Fall Semester upon return

HONOR 3420: Writing the 100-Year Legacy (CW) (3 credits) (Dr. Andy Hoffman)

Total Credit Hours—18 Credit Hours

Section II: Need

The highly specialized nature of education means that we are short-changing our future leaders. We know that solutions to our most complex human environmental and economic challenges will come from collaborations across disciplines and integrative approaches to problem solving. Undergraduate education in the 21st century must include opportunities for students to simultaneously develop and practice scientific/quantitative literacy as well as historical, cultural, artistic, and political literacy.

Currently, despite the fact that there are over 500 Honors students majoring in science or engineering, there are few study abroad programs to serve this population. Perhaps not surprisingly, few science students participate in study abroad, despite an interest on the part of students to do so (personal conversations, Sylvia Torti, with Honors biology students). In addition, very few programs at the University explicitly bring scientists and humanists together to investigate and explore complex ecotone issues that arise through interactions between humans and other organisms. This program will provide an interdisciplinary opportunity for students broadly interested in issues related to ecology, animal behavior, and research methods, conservation, environmental humanities, creative writing, as well as social and political issues related to place-based conservation, ecotourism and economic sustainability.

At the completion, students will have completed both the Honors core requirements (2 Intellectual Traditions and 1 Honors writing) as well as 5 of 7 required Honors courses for the Honors Baccalaureate Degree.

Section III: Institutional Impact

This interdisciplinary approach, which merges biology, the humanities and arts around ecological, place-based concerns, will spur a more-focused undergraduate approach that merges theory and practice while bringing cultural, literary and historical contexts to bear on practical scientific issues. It also provides students an international experience, thereby combining and enhancing the various approaches our campus is taking to elevate undergraduate excellence. It will be led and taught by experienced and well-published professors (three of whom are deans). Deans Torti and Newman are presently seeking donor support to offset some of the costs of the program in order to open it up to worthy students from all economic backgrounds.

No new resources will be required in the administration or advising of the program.

Sustainability of the program, once established, is expected because there are already a number of professors able and willing to be part of this minor. The Intellectual Traditions courses can be taught by professors in the departments of English, Philosophy, Sociology, especially those already associated with the Environmental Humanities program. In fact, the new director for Environmental Humanities, whose home is the Honors College, is slated to teach this course in the future. The introductory ecology course can also be taught by a number of professors in the Department of Biology, including solely by Dr. Valenzuela who will continue to hold dual positions at the University of Utah and the University in

Argentina. One of the reasons why this minor is so attractive is that it capitalizes on an established global connection that already exists between the Department of Biology and Argentine marine scientists, many of whom have earned their PhD's from the University of Utah or other institutions in the USA. In addition to Dr. Hoffman, the honors writing course could be taught by other honors writing professors or again, professors currently associated with the Environmental Humanities program.

Section IV: Finances

Student fee: approximately \$5000/student. Efforts are being made to raise private funds to off-set the costs of this course.

Faculty salaries will come from the current Honors operating budget. Advising will be done through the Honors College.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
GEOG 3670	Geography of Latin America	3
HONOR 2109	Intellectual Traditions: Through an Ecological Lens	6
HONOR 3820	Critical Landscapes: the politics of land use in contemporary art	3
HONOR 2700	Comparative Ecology: Species Interactions	3
HONOR 3420	Writing the 100-Year Legacy	3
	Sub-Total	18
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	18

Program Schedule

DESCRIPTIONS OF COURSES REQUIRED FOR THE PROPOSED INTEGRATED MINOR IN ECOLOGY AND LEGACY

HONOR 2109: Intellectual Traditions: through an Ecological Lens **Dr. Robert Newman**

This is a new section of Honors Intellectual Traditions to be developed and taught by Dean Robert Newman. (Note: 6 credits of Intellectual Traditions are required of all Honors students and meet the Humanities general education requirement for graduation). This 6-credit IT course will examine classical through contemporary texts dealing with perspectives on nature as science, spirit, quest, and commodity. Beginning with Lucretius and Aristotle, the class will read excerpts from Darwin, Dickinson, Emerson, Muir, Merwin, Oliver, and Singer. Melville's *Moby Dick* will be investigated as an ecological novel in preparation for the Patagonia portion of the class and will be supplemented by Bruce Chatwin's *In Patagonia*. Terry Tempest Williams' *Refuge* will be read in conjunction with the Salt Lake portion and Jack Turner's *The Abstract Wild* in conjunction with the Montana portion. Both Williams and Turner will guest lecture during the course. Carolyn Merchant's seminal feminist critique *The Death of Nature* will be used as a key theoretical text throughout and will be supplemented by philosophical and practical considerations of environmental conflict and resolution, climate change, and issues of speciesism. The course will be inquiry based and will emphasize close readings of literary texts as well as ecological sites.

HONOR 2700: Comparative Ecology and Species Interactions **Drs. Sylvia Torti and Luciano Valenzuela**

This new Honors course will be developed and taught by Dean Torti in conjunction with Dr. Luciano Valenzuela, *Universidad Nacional del Centro de la Provincia de Buenos Aires* and Department of Biology, University of Utah. This lower level science general education course will introduce students to the field of ecology, ecosystems, global change as well as animal behavior, cost/benefit analyses related to the animal ecology (foraging, migration and reproductive "decisions"). Students will learn theories/models used in ecology and animal behavior and then apply these models to field projects. Students will learn to critically analyze how conflicting and beneficial interactions among species (including humans) are developed, established and persist in different ecosystems. In addition, they will also consider the development of energy resources and industries, such as fishing, mineral extraction, ecotourism, agriculture and hunting. Texts will include (but not be limited to) excerpts from Darwin's *Voyage of the Beagle* and *Origin of the Species*, *Among Whales* Roger Payne (in English and Spanish), *Animal Behavior* by John Alcock (10th

edition), *Cetacean Societies: Field Studies of Dolphins and Whales* (which covers the history of cetacean science, importantly the old techniques, and then focuses on 4 different species, including social behavior. <http://www.amazon.com/Cetacean-Societies-Studies-Dolphins-Whales/dp/0226503410>). *Ecology: From Individuals to Ecosystems* by Begon et al. and original scientific papers. In addition, Dr. Vicky Rowntree (Dept of Biology) and Dr. Jon Seger (Dept of Biology) will be guest lecturers in the course. They have worked in Patagonia for many years and actively publish their work. Students will read primary literature published by these scientists and have the opportunity to visit their laboratory on campus.

HONOR 3820: Critical Landscapes: the politics of frontier land use in contemporary art (FF/SB)

Dr. Monty Paret

Land Art and Environmental Art have become elastic categories covering a wide range of artistic practices from the earthworks and environmental actions of the 1960s and 1970s to the “experimental geographies,” mappings, land modifications and community based participatory projects of recent contemporary art. This course considers the historical specificity and aesthetic, conceptual and political stakes of land and environmental art of the 1960s and 70s, as well as the very differently motivated land-based practices of contemporary artists and collectives who have negotiated the legacy of this earlier work.

More specifically, the politics of land use—from sustainability and economic isolation to environmental justice and global resource circulation—have become dominant themes in art since the 1990s. Artists and collectives have used performative strategies to engage the lived social and economic realities of specific geographical sites, or addressed the politics of representation through mapping and other investigations of the relationship between landscape and power. Some negotiate the legacy of 1960s-70s land art or the conditions of the contemporary global art world, while others actively eschew art world reference points, choosing instead to position their work relative to alternative spheres such as government land management agencies or the disciplines of cultural geography and urban planning. This critical mass of land-based practices, keyed to the geopolitics of the past two decades, constitutes a significant development in contemporary art that has occasioned an important body of scholarship, itself often borrowing theories and methods from diverse disciplines. Particular attention will be given to the Great Salt Lake and Great Basin region with case studies on: Robert Smithson's *Spiral Jetty*; Nancy Holt's *Sun Tunnels*; projects of The Center for Land Use Interpretation; artist and geographer Trevor Paglen's *Blank Spots on the Map*, and SMUDGE studio's *Repository: A Typological Guide to America's Ephemeral Nuclear Infrastructure*.

HONOR 3420: Writing the 100-year Legacy (CW)

Dr. Andy Hoffman

Writing the 100-year Legacy is designed to be an interdisciplinary and creative approach to ways of thinking about and addressing major concerns in Environmental Humanities and Policy, Economics, and Ecology in the context of Sustainability and Social Justice. This class, which carries Honors upper level writing credit, will 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 others. We will begin by exploring the question of what it is to “flourish” and how we might work embrace the theme as a life goal. We will also take a close look at

Environmental Philosophy, Aesthetics, and Spirituality in the context of what the students have learned thus far in their integrated minor. A good deal of our reading will be devoted to sustainability and themes such as resiliency, population, water, food, energy, health, transportation, and education. Finally, we will take note of Triple Bottom Line analysis and how such a holistic approach offers guidelines in addressing economic, social, and environmental impacts businesses, institutes, and organizations have on a given community and on the future. Student writers will engage in an extensive written research project "My 100-year legacy." This project will evolve out of integration of prior minor courses, additional research and extensive writing paper. Possible texts to be used (will be refined depending on rest of integrated minor texts) *When Women Were Birds*, Terry Tempest Williams, *The Upcycle*, William McDonough, et al., *Flourishing*, John Ehrenfeld and Andrew Hoffman, *Spiritual Ecology*, Llewellyn Vaughan-Lee, *Nature's Services: Societal Dependence on Natural Ecosystems*, Gretchen Daily, ed.



February 7, 2014

Dr. Ann Darling
Senior Associate Dean of Undergraduate Studies
Undergraduate Studies
Sill Center
SLC, Utah 84112

Dear Dr. Darling:

I am writing to enthusiastically support the proposal for an Integrated Minor in Ecology and Legacy located in the Honors College at the University of Utah. This proposed minor embodies our core objectives in terms of the revitalization of General Education on our campus—it is an integrated pathway through General Education, it includes coursework that is thematically linked and a capstone experience that is place based, interdisciplinary and comparative, it builds a powerful learning community of scholars and will be taught by inspiring and talented faculty.

As an approach, the proposed minor is innovative, forward thinking and creative. Beyond what it will help us do in terms of the renewal of General Education engaging students in meaning-making and culturally relevant and important study, it will contribute to our goals in terms of the Plan to Finish campaign and its objective of creating more flexible scheduling and alternative coursework formats to serve the needs of students living in a more complex world than ever before.

I think this proposed minor is exemplary and represents a key collaboration between the Honors College and the College of Humanities for interdisciplinary work and General Education that is located in the real world. I give it my most enthusiastic endorsement.

Best regards,

Martha Bradley-Evans
Senior Associate Vice President of Academic Affairs
Dean of Undergraduate Studies