

HONORS 2113-001, Fall 2019

Science, Technology & Human Rights – Learn Abroad in London, Fall Break

Class meets: MWF, 10:45-11:35, MHC 1205; 3 credits; Gen Ed: HF or SF

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Required Texts (all available at the University Bookstore, except where noted):

Achebe, Chinua. *Things Fall Apart* (Penguin, 1959).

Nakae, Chomin. *A Discourse By Three Drunkards on Government* (Weatherhill, 1984 [1887]).

Shelley, Mary. *Frankenstein; or, The Modern Prometheus*, 1818.

Swift, Jonathan. *Gulliver's Travels*, 1726.

Tagore, Rabindranath. *The Home and the World* (Penguin, 2005 [1916]).

Voltaire. *Candide, ou l'Optimisme*, 1759.

Watson, James. *The Double Helix*. (Touchstone, 2001 [1968]).

Woolf, Virginia. *A Room of One's Own*, 1929.

Description of Course

This course is a continuation of HONOR 2112 (though 2112 is not a pre-requisite), which examined the development of religions, nation states, and understandings of the natural world through the seventeenth century. HONOR 2113 follows many of the same themes, from 1700 to the present day, with added emphasis on the emergence of modern science and its relationship to technology. We will continue our conversation about the development of democratic systems of governance and human rights. All of these elements will be brought to bear upon questions of ethical decision-making and the rights and roles of women and minorities in society. This course emphasizes careful reading, critical thinking, and good writing.

Learning Outcomes

Students will learn the major ideas of thinkers who have shaped our modern world and will trace the conversation on fundamental questions to see the influence on and disagreements of various writers. More specifically, students will:

1. read challenging texts, identifying main ideas and train of argument.
2. think and write critically about these ideas, and synthesize the ideas of various thinkers.
3. communicate orally about these ideas and collaborate with classmates in small groups.

Section 001 - Written Work and Grading

Essay I, 4-6 pages, worth 20 pts

In-class midterm examination, worth 20 pts

Essay II, 6-8 pages, worth 30 pts

Final Synthetic Essay, worth 30 pts

1 point extra credit possible for attending the National Theatre Live Screening of *Small Island* at Broadway Centre Cinemas

1 point extra credit possible for attending *Prometheus Bound* in September

Examinations and critical analysis papers will be graded on the basis of understanding of material, quality of thought, clarity, organization and support for assertions. Creative assignment criteria will be given at the time of the assignment. No late work will be accepted without prior approval of the instructors.

A >93.5 >A- >89.5

79.5 >C+ >76.5

66.5 >D >63.5

89.5 >B+ >86.5

76.5 >C >73.5

63.5 >D- >59.5

86.5 >B >83.5

73.5 >C- >69.5

59.5 >E

83.5 >B- >79.5

69.5 >D+ >66.5

Reading Schedule

Students are expected to have read the material thoroughly before class and to come to class prepared to discuss the ideas in the reading. As part of a learning community, each student has an obligation to the other students to be well prepared and to help in the learning of the group.

Aug 19 **M** Introductions **W** Swift, Book 3 **F** Swift, Book 4

Aug 26 **M** Swift, Book 4
W Lavoisier (1789) "Preface of the Author" [On Canvas]
F Hume [On Canvas]

Sept 2 **M** **Labor Day – NO CLASS** **W** Voltaire, Chs 1-5
F Voltaire, Chs 16-30

Sept 9 **M** Rousseau [On Canvas]
W Rousseau [On Canvas]
F Kant [On Canvas]

Sept 16 **M** Kant [On Canvas]
W Malthus (1798), Chs 1 & 5 [On Canvas]
F Paley (1803 [1802]), Ch 1 (all pp) & Ch 3 (pp 19-25, 41-44 only) [On Canvas] ***Essay I Due**

Saturday Sept 21 –National Theatre Live Screening of *Small Island* at noon at Broadway Centre Cinemas (Inform Rachel by Wednesday 18 Sept to be put on the list for free entry to the screening.)

Sept 23 M Marx [On Canvas] *Section 084 –Submit Canvas discussion comment/reply on Ali, Sept 20-23
W Marx [On Canvas]
F Reacting to the Past: Cholera [On Canvas] *Section 084 – London Paper I due

Sept 30 M Darwin & Wallace (1858), focus where noted, pp 46-50 and 53-54; and Darwin (1859), pp 186-194 and 483-490 [On Canvas]
W Darwin (1871), pp 33-41, 206, 216-225, 308-314 [On Canvas]
*Section 084 –Submit Canvas discussion comment/reply on Darwin, Sept 30 – 2 Oct
F Responses to Darwin: Gray (1870), pp 266-269, and Gamble (1893), pp 28-32 and 63-78 [On Canvas]

Sat Oct 5 – Sunday Oct 13 -Fall Break – London

Oct 14 M Shelley, *Frankenstein*, Volume I
W Shelley, *Frankenstein*, Volume II
F In-class Midterm exam

Oct 21 M Shelley, *Frankenstein*, Volume III
W Mill [On Canvas]
F Dostoevsky [On Canvas]

Oct 28 M Nakae Chomin
W Nakae Chomin
F Gregor Mendel (1865), pp1-4 [pp 3-6 of PDF]; T.H. Morgan (1919), pp15-21, 27-29, 36-37; and (1933), pp 315-316 [On Canvas]

Nov 4 M Woolf, Chs 1-3 W Woolf, Chs 4-6 F Tagore, Chs 1-3

Nov 11 M Tagore, Chs 4-7
W Tagore, Chs 8-12 *Section 084 – London Paper II due
F Einstein (1905, 1914, 1919) [On Canvas]

Nov 18 M Einstein (1930, 1932, 1934, 1952), Oppenheimer (1948), Eisenhower (1961) [On Canvas]
W Watson, *The Double Helix*, Chs 1-10
F Watson, *The Double Helix*, Chs 11-20

Nov 25 **M** Watson, *The Double Helix*, Chs 21-Epilogue and letter to Delbrück
***Essay II due**
W Pearson (1903); Dobzhansky (1973); Herrnstein & Murray (1994)

F THANKSGIVING BREAK

Dec 2 **M** Achebe, Chs 1-12 **W** Achebe, Chs 13-25
F READING DAY -NO CLASS

Dec 9 **M 10:30am, Final Essay due**

University 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 <https://safeu.utah.edu>

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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Diversity/Inclusivity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

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 from 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

University Writing Center: The University Writing Center is a free service available for all students of the University of Utah. It provides one-on-one assistance for all stages of the writing process, from generating ideas for topics, to improving analysis and clarity, to polishing finished drafts. The Center's staff are trained to work with student writers from first semester freshmen through graduate school, and writers of all levels of ability are welcome. To schedule an appointment, call 587-9122 or stop by Marriott Library, Second Floor to schedule an appointment.

Student and Faculty Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code explained in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code

carefully and are responsible for the content. According to Faculty Rules and Regulations, it is the faculty's responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Find the Student Code here: <https://regulations.utah.edu/academics/6-400.php>

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and 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, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

Wellness Statement: Central to this course is a broad concept of health and wellness. We 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 the instructors before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student names, personal pronouns, and LGBTQ Resource Center: 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, which can be managed at any time). 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 or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. The U of Utah has an LGBTQ Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let us know if there is any additional support you need in this class.

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 us know if there is any additional support you would like to discuss for this class.