**Integrated Natural History—Utah/ IAS 369R/ Winter 2019/Thursdays 5:00-8:00**

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**Texts for Winter**

*A River Runs Through It* by Norman McLean

*The Diversity of Life* by E. O Wilson

*Home Waters* by George Handley

*On Zion’s Mount: Mormons, Indians, and the American Landscape* by Jared Farmer.

*Refuge* by Terry Tempest Williams

Essays by John Bennion (Will be given to you on-line)

*Utah: A People’s History* by Dean May

**Texts for Spring** (buy them during winter)

*Canaries on the Rim: Living Downwind in the West* by Chip Ward

*Outdoors in the Southwest: An Adventure Anthology* by Andrew Guliford

**General Assignments (There may be other assignments given by the various teachers)**

Write a discussion question on the reading for each day of class and post it to Digital Dialogue http://digitaldialog.byu.edu/

**Keep a field/notebook journal of at least 40 pages (including class notes, writing exercises, personal meditations, thoughts on the books.)**

**Write a Thought Paper for each book (1 page, double spaced, the first sentence will be, “I certify that I read the entire book”)**

**Goals**:

1. Build a discourse community of peregrine Christian humanist historian scientist recreationist writerly scholars.
2. Learn outdoor skills and critical thinking. Learn that any system can be read like a text.
3. Learn the ways of thinking particular to the disciplines of history, science, recreation, and English.
4. Learn conventions and techniques for college level writing, reading (six books), and research in history, science, recreation, and English.
5. Learn the rhetorical patterns of persuasive, informative, expressive, and literary writing.
6. Establish an efficient personal process for efficient research and writing for your college career.
7. Discuss the ways arguments work within discourse communities.
8. Learn to use a personal and scholarly notebook for recording pertinent facts and for meditative personal writing.

Note: We will normally have dinner between 5:50 and 6:20

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| **Block 1** | Science  (5-5:50) | History  (6:20-7:10) | Writing  (7:10-8:00) | Reading | Assignments |
| Jan. 10  Food assign:  John, Riley, Brian | A River Runs. The draw of biology; Intro and Assign. | Native Peoples:  A Cultural Ecology | Examining learning Reading systems as texts  Journaling and Reflection  Discourse communities | “Loss of the Creature”  “On Becoming a Lord of the Earth” |  |
| 17 | Science and Life: Discovery Tools | History (5:10-6):  Time Travel: Utah in 1776 | Kinneavy’s Aims Expressive Writing  Literary writing: Personal essay | *A River Runs Through It* (preface, 1-40) | By Wednesday (the day before class) post a question to Digital Dialogue  http://digitaldialog.byu.edu/ |
| 24 | Uadaiauanano: The Nature Experience | Mountain Men and Women and the Fur Trade | **Gear List**  Planning writing Logical tools | *A River Runs Through It* (41-100) | Post a question  Thought paper due on *River* |
| 31 | Scales: Space, Time, & Form | Overland Emigrants and Explorers | Persuasive writing | *Diversity* (Chapters1-5) | Post a question |
| Feb 7 | Unity of Life: Chemistry & Cells | Discussion of Home Waters, ch. 1-6 | Rhetorical Analysis | *Home Waters* | Post a question |
| 14 | Evolution: the paradigm | The Mormon Pioneers in Memory | Rhetorical Analysis (Cont.) | *The Diversity of Life (*Chapters 6-10) | Post a question |
| 21 | Energy flows and nutrients cycle | Visit by George Handley | Informative Writing Writing from Research | *Home Waters* | Post a question; Thought paper due on *Home* |
| 28 | Aquatic Habitats and Stewardship | Mormon Colonization and Environmental Consequences | Proposals/ Library and Internet research | *The Diversity of Life (*Chapters 11-15) | Post a question  Thought paper due on *Diversity* |

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| **Block 2** | Recreation (For the three recreation events we will be gone all evening) | History  (5:00-5:50) | Writing  (6:20-7:10) | Science  (7:10-8:00) | Reading |  |
| March 7-8  Thursday and Friday | Yurt Camping trip, XC-Skiing  Location: **Uinta Mountains** | Discussion of Farmer, part 1 |  | The Central Dogma of Biology: RTTR & Cell Division | *On Zion’s Mount* pp. 1-138 | Post a question |
| 14 |  | Discussion of Farmer, part 2 | Proposals/ Library and Internet research (cont) | Question 3: Visit the stream for a time and look for winter emerging insects | *On Zion’s Mount* pp. 141-240 | Post a question |
| 21 |  | Discussion of Farmer, part 3/Mormon-Gentile conflict in 19th century Utah | Natural History Writing | I need some time here…  Inheritance & Technology | *On Zion’s Mount* pp. 141-240 | Post a question  Thought paper due on *Zion’s Mount* |
| 28 |  |  | Discuss Refuge | Question 1: We’ll be sampling the Bear River on this trip. | Read *Refuge* |  |
| April 4 | Canoeing  Location: **Utah Lake** | Mormons and Mining | Discuss Refuge | Question 2: Consider walking to Goshen Ponds ore reduction mill | *Refuge* | Post a question |
| April 11 |  | No history discussion today | Discuss Refuge | , looks like full day, So I’ll do this in main course | *Refuge* | Post a question  Thought paper due on *Refuge* |
| 18 | Rappelling  Location: **Battle Creek Falls or Diamond Fork Spanish Fork Canyon** |  | Autobiography topics  Discuss Bennion Essays | Talk of rocks while some are rappelling | Bennion Essays | Post a question  Thought paper due on essays. |
|  |  |  |  |  |  | Final due: What did you learn from this prep class? |