

HON 296-003	Patterns vs. Pandemonium	Daniels	IP		M/W 1:30-2:45 PM	Quad Commons 201	3	
HON 297-001	Interpreting American Cultures	Nolan	IP	USD	T/Th 10:15-11:30 AM	Quad Commons 201	3	
HON 297-002	Rockin' America: Popular Music as Social Protest	Koch	IP	USD	T/Th 3:00-4:15 PM	Quad Commons 201	3	FRESHMEN ONLY
HON 299-001	Popular Songs and Communication	Boone	VPA		T/Th 4:30-5:45 PM	Williams 2112	3	FRESHMEN ONLY
HON 299-002	Limits of Interpretation	Scarce	VPA		T/Th 10:15-11:30 AM	Clark 205	3	
HON 300	Race, Membership, and Eugenics	Veale	USD		T/Th 11:45 AM-1:00 PM	Clark 205	3	FRESHMEN ONLY
HON 312	Outbreak	Carson	IP		F 11:45 AM – 2:30 PM	Quad Commons 201	3	
HON 340	Religion and Freedom	Bivins	IP		T/Th 1:30-2:45 PM	Patterson 208	3	FRESHMEN ONLY
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	T/Th 10:15-11:30 AM	Quad Commons 202	3	

HON 202-001

Course title: Women in Literature

GEP category: Humanities (Literature)

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Anne Auten, Assistant Director, University Honors Program

Anne C. Auten is an Assistant Director of the University Honors Program and a TH!NK (QEP) Faculty Fellow. She received her degrees in English from North Carolina State University, with a concentration in gender and sexuality in nineteenth-century British literature. Over the last ten years, she has taught a range of literature and first-year writing courses at Elon University and NC State University. At NC State, she has also designed courses for the First Year Inquiry and Summer START programs, as well as a study abroad course in Paris. She enjoys working with all levels of undergraduate students, and has also served as a faculty mentor to graduate students in the First-Year Writing Program. In addition to her passion for teaching, she regularly facilitates faculty development workshops and supports cohorts of TH!NK faculty from all disciplinary backgrounds. Her research interests include both literary criticism and composition pedagogy, and she has presented her work at national and international conferences. In 2015, she was the recipient of the College of Humanities and Social Sciences Outstanding Lecturer Award.

Course description:

In this discussion-based seminar, students will explore a number of overlapping issues and concerns about women through a broad spectrum of texts by mainly British and American women authors of diverse ethnicities and backgrounds from the nineteenth century to the present. We will investigate how “modern” womanhood is shaped by cultural and societal influences through analyzing and interpreting archetypal patterns in women’s literature; examining traditional notions of gender differences; and exploring the ways in which various women writers have rejected traditional narratives, such as the courtship plot, in favor of alternative stories based on other types of relationships and interests. Ultimately, we will consider the ways in which the literary work being studied exposes the values, problems, anxieties, and pleasures of the historical period that generates that particular literary work, and how those differ from, while at the same time often anticipate, the values of our own era. Major authors will include Charlotte Brontë, Jean Rhys, Charlotte Perkins Gilman, Toni Morrison, Maxine Hong Kingston, Jhumpa Lahiri, and Margaret Atwood. Additional readings will provide socio-historical, anthropological, or critical context to these primary texts, and our discussions will be further complemented by cinematic adaptations and other transformations of these texts in popular culture. This reading- and writing-intensive course will also incorporate opportunities for peer collaboration, interactive presentations, and a critical and creative project, all designed to hone our higher-order thinking skills.

HON 202-003

Course title: Monstrosity, Madness, and Marginality

GEP category: Humanities (Literature)

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Winston 213

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Program

Instructor: Dr. Leila May, Professor, English

Dr. May's principal area of interest is the nineteenth-century British novel and culture. She has published articles on eighteenth-, nineteenth- and twentieth-century British and American literature in a number of academic journals such as *ELH*, *Studies in English Literature*, *Philological Quarterly*, *Philosophy and Literature*, *Studies in Short Fiction*, and *Modern Language Review*, as well as a book entitled *Disorderly Sisters: Sibling Relations and Sororal Resistance in Nineteenth-Century Literature* that focuses on the pivotal role of the sister figure in nineteenth-century literary representations. She is the Director of the English Department Honors Program, as well as a member of the Academy of Outstanding Teachers.

Course description:

What does it mean to label someone monstrous or mad? All cultures have some means of identifying those who transgress accepted boundaries and standards of established behavior. Looking at the ways in which these loosely related concepts are rendered in a given historical moment is a useful way of assessing the most strongly defended values of a particular culture and era. This course will examine how these categories of exclusion have been represented across a broad spectrum of British and American literary, anthropological, medical, sociological, and cinematic works of the last two centuries. In the process, students will develop their critical and interpretive skills as readers, and their analytical and rhetorical strategies as writers.

HON 202-004

Course title: Shakespeare and Leadership

GEP category: Humanities (Literature)

Day/Time: T/Th 1:30 – 2:45 PM

Location: Winston 12

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Brian Blackley, Teaching Associate Professor, English

Brian Blackley is a Raleigh native who received his B.A. and M.A. degrees at NC State University and his Ph.D. from the University of Kentucky. He is a Teaching Associate Professor who has been part of the Department of English since 1993. He has publications on various poets of the English Renaissance and Shakespeare and is a contributing editor to volume 3 of the *John Donne Variorum* (“Satyres”). For fifteen years he was Managing Editor of the *John Donne Journal*. He also is the recipient of Outstanding Teaching Awards from CHASS and the Alpha Phi Foundation. A former Charlotte-Mecklenburg police officer and active duty US Navy Lieutenant, he has overarching interests in civilization and war.

Course description:

Between February 2, 1585, when Shakespeare's twins Hamnet and Judith were baptized in Holy Trinity Church of Stratford-Upon-Avon, and 1592, when the poet Robert Greene insulted his new rival Shakespeare as an “upstart crow” in the pamphlet “A Groatsworth of Wit,” is a span of time known as Shakespeare’s “lost years” because of the absence of any proof of where he was or what he was doing. One idea that has been discredited is that Shakespeare joined the army about the time of the Spanish Armada (1588) when so many men did, and this conjecture gave birth to the notion of “Sergeant Shakespeare.” But the argument has never died despite its lack of proof, largely due to the remarkably astute and sympathetic presentation of both good and bad leadership that appears in his plays. Whatever else one might hypothesize, Shakespeare knew leaders. This course will examine several plays, including *I Henry IV*, *Henry V*, *Julius Caesar*, and *King Lear*, to examine Shakespeare’s presentation of the characteristics and capabilities of leadership and its importance in all levels of society. Primarily the tri-partite elements of authority, responsibility, and accountability will be the means the class will employ to assess these dramatizations of leadership. Film versions of the plays will be used in the course regularly as sample interpretations and principles in demonstration. In addition, the class will take several self-evaluative tests on leadership types and traits, examining what natural assets the students bring to leadership roles as well as what challenges they need to consider. Assignments include two tests and an essay, scene analyses, and reading quizzes.

HON 202-005

Course title: The Art of War

GEP category: Humanities (Literature)

Day/Time: T/Th 8:30 – 9:45 AM

Location: Tompkins G117

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Catherine Mainland, Senior Lecturer, English

Catherine Mainland studied German in her native Scotland before moving to North Carolina in 2001. She received her MA and PhD in Germanic Languages and Literatures from UNC-Chapel Hill in 2006, writing her dissertation on works by Georg Hermann and Arthur Schnitzler and their intersections with Freud's study of hysteria. She then completed a second MA in English Literature at NCSU in 2008, focusing on the works of Henry James. She has taught a range of American and Western World Literature survey courses since 2010, both at NCSU and Campbell University. She also teaches graduate seminars in the MALS program at NCSU. Since 2017, she has served as the English Department's Scheduling Officer, so it's a good thing she enjoys puzzles. Given her diverse background in literature, she considers herself a generalist, and has published and presented on Nathaniel Hawthorne, Sophie von la Roche, Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. In her spare time, Dr. Mainland writes fiction, and reads in English, German, and Dutch. She also enjoys talking about literature with her local book club. If no-one else is available, she is happy to talk about literature to her cats, who enjoy this immensely.

Course description:

Whether nations win or lose, war has always left its mark on the arts. This course will take a comparative look at artistic responses to the American Civil War, the Spanish-American War, World Wars I and II, the Cold War, the Vietnam War, and modern military campaigns. Through our examination of the history and social psychology of war, we will pay constant attention to the infinitely human urge to use art to deal with the inhumane, comedy to combat tragedy, and story-telling to work through feelings of guilt, loss, inadequacy, or doubt. With readings of poetry, drama, and prose from the nineteenth and the twentieth centuries, and works ranging from cinema and television to video games, we will explore the ways in which humans deal with wars and their aftermath by placing them (safely?) in the artistic realm. We will study works such as: Twain, *Adventures of Huckleberry Finn*; Bierce, "Chickamauga"; Howells, "Editha"; British poetry of WWI; Remarque, *All Quiet on the Western Front*; Camus, *The Plague*; O'Brien, *The Things They Carried*; *M*A*S*H** selected episodes; and *The Producers* (1968). The assignments for this course will include two short papers (~2.5 pages each), one final paper (~8 pages), regular reading quizzes, a midterm, and a final exam. The students will also give two short presentations in class, on pieces of music and visual art of their choice that are related to any aspect of military combat.

HON 202-006

Course title: The Art of War

GEP category: Humanities (Literature)

Day/Time: M/W 10:15 – 11:30 AM

Location: Tompkins G126

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Catherine Mainland, Senior Lecturer, English

Catherine Mainland studied German in her native Scotland before moving to North Carolina in 2001. She received her MA and PhD in Germanic Languages and Literatures from UNC-Chapel Hill in 2006, writing her dissertation on works by Georg Hermann and Arthur Schnitzler and their intersections with Freud's study of hysteria. She then completed a second MA in English Literature at NCSU in 2008, focusing on the works of Henry James. She has taught a range of American and Western World Literature survey courses since 2010, both at NCSU and Campbell University. She also teaches graduate seminars in the MALS program at NCSU. Since 2017, she has served as the English Department's Scheduling Officer, so it's a good thing she enjoys puzzles. Given her diverse background in literature, she considers herself a generalist, and has published and presented on Nathaniel Hawthorne, Sophie von la Roche, Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. In her spare time, Dr. Mainland writes fiction, and reads in English, German, and Dutch. She also enjoys talking about literature with her local book club. If no-one else is available, she is happy to talk about literature to her cats, who enjoy this immensely.

Course description:

Whether nations win or lose, war has always left its mark on the arts. This course will take a comparative look at artistic responses to the American Civil War, the Spanish-American War, World Wars I and II, the Cold War, the Vietnam War, and modern military campaigns. Through our examination of the history and social psychology of war, we will pay constant attention to the infinitely human urge to use art to deal with the inhumane, comedy to combat tragedy, and story-telling to work through feelings of guilt, loss, inadequacy, or doubt. With readings of poetry, drama, and prose from the nineteenth and the twentieth centuries, and works ranging from cinema and television to video games, we will explore the ways in which humans deal with wars and their aftermath by placing them (safely?) in the artistic realm. We will study works such as: Twain, *Adventures of Huckleberry Finn*; Bierce, "Chickamauga"; Howells, "Editha"; British poetry of WWI; Remarque, *All Quiet on the Western Front*; Camus, *The Plague*; O'Brien, *The Things They Carried*; *M*A*S*H** selected episodes; and *The Producers* (1968). The assignments for this course will include two short papers (~2.5 pages each), one final paper (~8 pages), regular reading quizzes, a midterm, and a final exam. The students will also give two short presentations in class, on pieces of music and visual art of their choice that are related to any aspect of military combat.

HON 202-007

Course title: Power of Horror

GEP category: Humanities (Literature)

Day/Time: T/Th 1:30 – 2:45 PM

Location: Winston 209

Credits: 3 credit hours

Instructor: Dr. Thomas Phillips, Lecturer, English

Having completed a multidisciplinary Ph.D. at Concordia University, Montreal, in 2007, I am currently active as an English lecturer, a fiction and theory writer, and a composer of minimalist, electro-acoustic music. I have had the great fortune of seeing these creative endeavors come to fruition in book publication and in numerous CD releases. However, literary scholarship (most recently on what I've called "critical horror") and pedagogy remain central to my artistic work in so far as they afford an invaluable theoretical foundation, not to mention an immensely pleasurable career.

Course description:

As applied to creative disciplines, the term horror has many connotations that reflect diverse aesthetic styles and ideologies over what is arguably a long span of time. Like other genres, horror is also deeply imprinted by the entertainment industry, particularly in the 20th and 21st centuries. This course will examine the genre through a variety of literary and cinematic texts (among others, including music and painting) with the aim of gaining insight into the central question of why we are drawn to horror as entertainment and cultural practice. Additionally, the course will explore five commonly overlapping aspects of the genre: the psychology of spectatorship, horror as cultural commentary, gender, religion, and the democratization of discursive and visual art forms. At the very minimum, then, students will be encouraged to consider the degree to which even a popular genre such as horror rewards, and is itself illuminated, by critical inquiry. We will engage with readings ranging from literary to theoretical texts on the aesthetics and psychology of horror as it relates to each medium. Most films will be viewed outside of class at a designated time and place or at the student's convenience, though we will watch clips in class. Evaluation will be based on class participation, one response essay, a longer research-based essay, a midterm, and a final exam.

HON 293-001

Course title: Food: Culture, Insecurity, and Ethics

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: T/Th 1:30 – 2:45 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Scott O’Leary, Director, Honors and Scholars Village

Dr. Scott O’Leary received his undergraduate degree in philosophy and history at Boston College and his M.A. and Ph.D from Fordham University in New York. Previously, he was Associate Professor of Philosophy and Honors Director at the University of Saint Mary (Kansas), and is currently director of the Honors and Scholars Village. Over the last 7 years, Dr. O’Leary has taught a variety of classes including interdisciplinary honors seminars in Food Ethics & Culture and Alternative Facts in the Information Age. Dr. O’Leary’s work focuses on the role of emotion in moral and practical life drawing on insights from philosophy, neuroscience, psychology and evolutionary biology. His research interests center on human lived experience, in particular the way emotional experience frames consciousness and decision-making. This led to interest in the experience of food and food ethics as a point of intersection of identity, character, and passion. He was a finalist for the Spindel Emerging Scholar Prize for his work on empathy and emotional motivation, received a Templeton Foundation Cluster Grant for an international research group and has presented his work nationally and internationally in three languages.

Course Description:

Why study food? With so many challenges facing the world today including the marginalization of peoples, environmental challenges, struggles for power and recognition, freedom, and human rights, isn’t studying food a bit indulgent? The easiest answer is that food interests us. As prospective college students visiting campus, the most frequent questions are often “What is the food in the dining halls like?” and “Where can I get cheap food off-campus?” Similar questions arise when people travel and explore other cultures. Questions and discussions about food permeate our lives. It is also where our emotions, judgments, and values are most apparent because these experiences intertwine our most basic needs: food, security, and meaningful relationships. This seminar focuses on the experience or phenomenology of food with a focus on three core areas: (1) food culture or food cultures (2) food access and insecurity (3) and food ethics. The course explores connections between what and how we eat and what these things say about us. What makes good food, good? Why is the sharing of food a core social phenomenon? Why do we eat what we eat and should we eat that way? Seminar-based, students will engage and lead discussion and pursue experiential learning opportunities inside and outside the classroom culminating in a self-directed project based on the student’s interests, career goals, and core themes in the course.

HON 293-002

Course title: Globalization of China, 1500-1840

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: T/Th 3:00 – 4:15 PM

Location: Quad Commons 202

Credits: 3 credit hours

Instructor: Dr. Xiaolin Duan, Assistant Professor, History

Xiaolin Duan is an Assistant Professor of Chinese history in the Department of History, where she teaches Asian history, Chinese history, history of travel, material culture, and research methods. Duan earned her Ph.D. from the University of Washington, Seattle in Chinese history. Her research specialization focuses on socio-cultural history in medieval and early modern China, particularly urban history, popular religion, and visual/material culture. Her book manuscript, *Leisure and Nature: Sightseeing around Hangzhou's West Lake*, examines how West Lake, a cultural landmark next to the city of Hangzhou, was conceptualized and contextualized in Middle-Period China. Her new research project, "Fashioning the Pacific Trade: Silk Production and Consumption in China and New Spain, c. 1500-c.1750," explores the early modern production, trade and fashion trend of silk textiles in China and New Spain. She translated various works in pre-modern and modern Chinese history and art history. She has also contributed to the Seattle Art Museum's project "Online Catalog of Chinese Painting and Calligraphy."

Course description:

This course takes the sixteenth to the early nineteenth century as the beginning stage of globalization, and especially focuses on how China was woven into this emerging global network. In roughly chronological order, we will be focusing on China's interaction with the New World, the Dutch, Great Britain, and the US. During this early-modern period of intensifying interaction and exchange, "things" traveled more than ever before, and in their movement across various boundaries, they acquired and created new meanings. We will therefore look into commodities such as ceramics, tobacco, tea, and textiles, all of which generated new relations and expanded the cultural horizon of early modern people. This interdisciplinary course is designed for students who want to look into the various ways that history was made, recorded, remembered and represented. Students will learn skills of collecting/evaluating sources and presenting critical thinking to different audiences. Students will be encouraged to apply ideas from other fields, such as art history and religious studies, to the study of history. The class format will be a combination of interactive lectures, discussion, presentation, group research, and exhibition workshops. Major assignments include response papers and a final exhibition project on an aspect of globalization and how China was involved.

HON 293-003

Course title: Literature and Science

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: M/W 10:15 – 11:30 AM

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. John Morillo, Associate Professor, English

Dr. John Morillo has been teaching Eighteenth-Century and Romantic literature at NC State for over twenty years, and directed Graduate Programs in English from 2002-2005. In 2017 he was chosen as the College of Humanities and Social Sciences' Alumni Distinguished Undergraduate Professor; in 2013 he was awarded both the College of Humanities and Social Sciences Outstanding Teacher Award and the Alumni Association Outstanding Teacher Award. He enjoys teaching literature and theories of literary interpretation, the rise and fall of genres, and foundations of research in the humanities. He has taught all ranks and ages of students in graduate and undergraduate programs. He has been a member of the board of directors for First Year Inquiry Classes for freshmen, and has taught classes for that program, as well as English Honors courses. He is currently one of two Faculty Fellows in the Honors Program. His research has focused on the relationship between the Neoclassical and Romantic periods, and the history of representations of emotion in literature and criticism during those periods in Britain, and he has published in all of those areas. He is now interested in human-animal relations in the same periods, and published a monograph on the topic titled *The Rise of Animals and Descent of Man, 1660-1800: Toward Posthumanism in British Literature between Descartes and Darwin* (U. Delaware Press/Rowman & Littlefield, November 2017). His own undergraduate degree is from Reed College, where he majored in English and minored in French, and his MA and PhD are from the University of Chicago. He likes to play music and to build things, including fish ponds and HO-scale train layouts. His pets include a fire-bellied newt over thirty years old. In the best of all possible worlds he would spend more time playing tennis and music, fly-fishing, and traveling with his family.

Course description:

Ludmilla Jordanova, in "Science and Literature" (1986), wrote that "virtually everything in our culture conspires to reinforce a separation between the study of science and the pursuit of the humanities, both of which are needed to understand the social and cultural history of science." This course tracks the imaginative potentials, social repercussions, and interdisciplinary mixing of literature and science since the emergence of empiricism in the sixteenth century. Well before literature and science divided into "two cultures," they supplied a fruitful crossover for ideas about how and why the world works and how we gain new knowledge. Even with the development of modern disciplines, literature plays an important role in cultural assessments of scientific discovery and education. Students will read a selection of works from literary as well as scientific writers, analyzing texts and historical contexts and producing written arguments within an interdisciplinary framework. Authors may include Robert Boyle and Margaret Cavendish from the 17th century, Joseph Priestly and Erasmus Darwin from the 18th century; Charles Darwin and Henry Thoreau and H. G Wells from the 19th century; Arthur Miller, Francis Galton, Aldous Huxley, and Rachel Carson from the 20th century. The course will present primary historical sources from scientific writers as well as more traditionally literary texts together, letting students realize connections while the instructor provides additional context necessary to understand the emergence and development of scientific ideas and literary culture. Science writing will draw from biology and natural history; chemistry; physics; geology, biology; however, no prior technical scientific knowledge is assumed. One unifying theme will be the development of and responses to the theory of evolution. Classroom exercises and discussions will be structured to help students develop and implement skills in analysis of scientific and literary texts, including analysis of writing, interpretation, critical thinking, and contextual argument.

HON 293-004

Course title: Music and Asia

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Quad Commons 202

Credits: 3 credit hours

Instructor: Dr. Alison Arnold, Lecturer/Teaching Assistant Professor, Music/Arts Studies

Dr. Alison Arnold is a Lecturer of Music and Assistant Teaching Professor of Arts Studies at North Carolina State University, where she teaches courses in world music, music of Asia, and cross-cultural arts. Prior to joining the NC State Music faculty, Dr. Arnold taught at The Colorado College, Penn State University at Abington, Drexel University, and the University of North Carolina at Chapel Hill. She completed her BA Honors degree in music at the University of Liverpool, England, and her Masters and Ph.D. in Musicology with a concentration in Ethnomusicology at the University of Illinois at Urbana-Champaign. She has carried out research, presented conference papers, and published articles on Indian film and popular music, Asian Indian music in the U.S., and Vietnamese Montagnard music in North Carolina. She was an invited keynote speaker at the Asian Popular Music International Workshop at the University of Heidelberg, Germany, in 2010. She edited the South Asia Volume of *The Garland Encyclopedia of World Music* (2000). Her online Music textbook, *What In The World Is Music?*, was co-written with colleague Dr. Jonathan Kramer and published by Routledge in 2015. She has served as Vice President and President of the Society for Ethnomusicology, Southeast and Caribbean Chapter (SEMSEC), and organized a joint regional conference together with the North Carolina Folklore Society at NC State University in 2005. Dr. Arnold is an active performing musician, playing locally and regionally in four Celtic music bands. Since 2005, she has run a traditional Irish Music Session at NC State, open to all students, faculty, and staff, as well as local community members and visiting musicians.

Course description:

This course examines music and music making within cultural, social, historical, political, and religious contexts in three major regions of the world's largest continent: South Asia (India and Pakistan), East Asia (China and Japan), and Southeast Asia (Indonesia and Vietnam). We will explore diverse musical and dramatic genres ranging from historical to contemporary and sacred to secular, to develop an understanding of the components of Asian music cultures and the ways that tradition and change, social structures, belief systems, and ideologies are encoded and made manifest in Asian musical practices. We will consider the relationship between music and social life, and the musical expression of identity in modern Asian societies and cultures. Students completing this course will gain first-hand experience of ethnomusicological and anthropological research methods through carrying out interviews with local artists and musicians of Asian heritage.

HON 293-005

Course title: Music and Oppression

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: M/W 11:45 AM – 1:00 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Kristen Turner, Adjunct Faculty, Music

Dr. Kristen M. Turner teaches in the Music Department at NCSU. She received her undergraduate degree in music performance (oboe) from UNC-Greensboro and holds graduate degrees in musicology from the Eastman School of Music and UNC-Chapel Hill. At NC State she teaches courses in western classical music, women and music, African American music, and American music. Her work centers on the intersection between music and identity in the United States during the nineteenth and twentieth centuries. Most of her research is devoted to popular entertainment and opera at the turn of the twentieth century and music during the American Civil Rights Movement. She has published articles on American operatic culture in the *Journal of the Society of American Music* and the *Journal of Musicological Research* and has essays in two forthcoming books: *The Cambridge Companion to Gershwin* and *Hidden Narratives of Women and Music*. She is currently working on a book manuscript about the use of opera as a symbol of race and class in vaudeville and musical comedies in the United States at the turn of the twentieth century. Her research has been supported by grants from the Society of American Music and the National Endowment for the Humanities.

Course description:

Music and Oppression will examine how people use music both as a tool of oppression and a method of resisting oppression. Course topics will include the use of western classical music by colonial powers; music and torture; music during World War II (including the use of music in concentration camps and as propaganda in Allied and Axis countries); music in Indian Boarding Schools; music in the American Civil Rights Movement; and hip hop as the music of oppressed populations in Europe and the United States. Reading assignments will come from a wide range of sources and disciplinary perspectives including scholarly articles, book chapters, and personal memoirs. We will listen to and discuss music from multiple genres including hip hop, pop, jazz, folk, and the western classical tradition. No previous musical experience as a performer is required to be successful in this class. We consider such questions as: How effective is music as a political tool? Why do people turn to music when resisting oppression? How do authoritarian governments create and use musical propaganda? Written assignments include short reading responses, a reading reflection essay, and a final project consisting of a 5-page essay and podcast on an example of music used in the context of enforcing or resisting oppression.

HON 293-006

Course title: A Global History of American Food

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: T/Th 3:00-4:15 PM

Location: Riddick 461

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Charles (Chad) Ludington, Teaching Associate Professor, History

Charles Ludington received his undergraduate history degree from Yale University and his master's and doctoral degrees from Columbia University. He has published essays on the Huguenot diaspora in Ireland, British and Irish political thought in the late-Stuart era, and the history of wine consumption in Britain from the mid-seventeenth century to the mid-nineteenth century. His first book, *The Politics of Wine in Britain: A New Cultural History* (2013, paperback 2016), used wine consumption as a window onto English, Scottish, and British political culture from Cromwell to Queen Victoria. He was elected a fellow of the Royal Historical Society in London in 2014. Since earning his doctorate in 2003, Ludington has taught Early Modern and Modern British history, European history, European intellectual history, and food history at Duke University, the University of North Carolina at Chapel Hill, and North Carolina State University. He has won three teaching awards, including lecturer of the year in the College of Humanities and Social Sciences at North Carolina State University, where he was made a Teaching Associate Professor of History in 2013. From 2015-17, Ludington has been a Marie Curie Senior Research Fellow at University College Cork and Universite de Bordeaux-Michel Montaigne. He is investigating the role of Irish merchants in the development of Bordeaux wine into a luxury product during the period 1700-1855.

Course description:

This course will cover a variety of topics in the history of food and drink. We will begin with the question of how and why one might want to approach history through the subject of food and drink, and conversely, how and why one might approach the subject of food and drink through the discipline of history (as well as other disciplines such as sociology and anthropology). Among other subjects, we will examine the various meanings and uses of food, the Columbian Exchange, and the impact of industrialization on our diet. Ultimately, we will try to use the global history of food, and what we eat as Americans, as a way to understand the development of modern America within a global context.

HON 295-001

Course title: Classical Liberal Tradition

GEP category: Social Sciences

Day/Time: M/W 3:00 – 4:15 PM

Location: Cox 200

Credits: 3 credit hours

Instructor: Dr. Andrew Taylor, Professor, Political Science

Andrew J. Taylor is professor of Political Science in the School of Public and International Affairs at NC State University. He received his Ph.D. from the University of Connecticut and teaches courses in American politics, including Introduction to American Government, the Presidency and Congress, the Legislative Process, Public Choice and Political Institutions, and the Classical Liberal Tradition. He also teaches for the Distance Education program at NC State. He won the College of Humanities and Social Sciences' Poole Outstanding Teacher Award in 1999 and its Outstanding Researcher Award in 2014. Taylor received NC State's Extension Service Award in both 1999-2000 and 2003-4. He is a native of the United Kingdom. His research focuses on American governmental institutions. He has published in many journals including the *American Journal of Political Science*, *Journal of Politics*, *Legislative Studies Quarterly*, *Political Research Quarterly*, and *American Politics Research* and is the author of the books, *Elephant's Edge: The Republicans as a Ruling Party* (Praeger, 2005), *The Floor in Congressional Life* (University of Michigan Press, 2012), *Congress: A Performance Appraisal* (Westview Press, 2013), and, with Toby L. Parcel, *The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments* (UNC Press, 2015). He is a recipient of a U.S. State Department grant and Dirksen Congressional Center research award and, with Steve Margolis of Economics, runs the Economic, Legal, and Political Foundations of Free Societies program that is supported by a grant from the John William Pope Foundation. Taylor also provides political commentary for a number of local media outlets, such as WUNC and WRAL-5 television, and writes a monthly column for *Carolina Journal*. In 1999-2000 he was the American Political Science Association's Steiger Congressional Fellow. He was chair of NC State's Department of Political Science from 2006 to 2010 and in 2012-13 President of the North Carolina Political Science Association.

Course description:

This course will explore what we will call the classical liberal tradition. Its scope is broad, in both the historical and geographical senses. It has four parts. The first is effectively a short introduction discussing the seeds of liberalism—in, for example, important documents such as the Magna Carta, Mayflower Compact, and English Bill of Rights. The second is a lengthy investigation of classical liberalism's foundations in England, Scotland, France, and America. Students will read the writings and analyses of thinkers such as Locke, Bentham, Mill, Hume, Smith, Montesquieu, Voltaire, Say, Paine, Jefferson, and Madison and study liberal politics and economics prior to 1900. In a third, shorter, section the focus will be the rise of the state and events such as the Russian Revolution, the emergence of fascism in Europe, and America's New Deal. Here, the focus is on challenges to the tradition. In the final part, students will read more recent intellectual leaders of the philosophy with a focus on both political and economic liberty—people such as Hayek, Sowell, Nozick, and Friedman. They will also discuss contemporary critical events, policies, and political figures (especially Reagan and Thatcher) that have shaped and been shaped by classical liberalism and with an eye on differentiating classical liberalism from the competing philosophical traditions of progressivism and conservatism.

HON 295-002

Course title: The Winners and Losers of U.S. Agricultural Policy

GEP category: Social Sciences

Day/Time: M/W 10:15 – 11:30 AM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Julianne Treme, Assistant Teaching Professor, Agricultural & Resource Economics

Prior to joining the Agricultural and Resource Economics Department at NC State, Dr. Treme was a tenured professor at the University of North Carolina Wilmington. She also taught at Wake Forest University as a Visiting Assistant Professor and Elon University as an Adjunct Professor. Dr. Treme is passionate about undergraduate research. She strives to develop high-quality research projects with students to maximize their undergraduate experience and has a long track-record of working with students to create research papers, posters, and conference presentations. Her research interests are in the field of Applied Microeconomics. Topics include scholarship of teaching and learning, agricultural nutrition, health economics, and sports economics. She is proud to teach in both the 4-year Agribusiness Management program and the 2-year Agricultural Institute program.

Course description:

This course explores the history and unintended consequences of U.S. (and international) agricultural policy. We will develop tools to assess the logical, objective, and critical analysis of agricultural policies. Every policy intervention involves winners and losers and your objectives will be to identify and evaluate how welfare is affected by government intervention. Students will explain, hypothesize, or interpret a disciplinary issue, based on critically analyzed evidence. Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often result in retaliation against U.S. agriculture. Grades will be based on student presentations, debates, class participation, and a final policy paper.

HON 296-001

Course title: Dinomania: A Cultural & Scientific History of Dinosaurs

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 3:00 – 4:15 PM

Location: Quad Commons 202

Credits: 3 credit hours

Instructor: Dr. Paul Brinkman, Adjunct Teaching Associate Professor, History

Dr. Brinkman is a historian of science specializing in late nineteenth- and early twentieth-century natural sciences, especially geology and vertebrate paleontology. He is also interested in the history of museums; the spread of science from Europe to the New World; the trans-Atlantic exchanges of specimens and ideas; and the life and work of Charles Darwin, his contemporaries, and their contributions to geology, paleontology, and biogeography. Of particular interest is the question of what Darwin did during the voyage of HMS Beagle and how this influenced his thinking about the mutability of species. His approach to history of science is largely sociological: science was what scientists did. He writes narrative accounts of scientific events that reconstruct scientific practice – what scientists did, how they did it, and how this affected their results. He tries to practice what he calls "hands-on" history as much as possible. Likewise, he aspires to write the kind of micro-historical narrative that places the reader in the boots of the naturalist with a Marsh pick or a plant press in hand.

Course description:

From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park*, dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind...and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts. In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.

HON 296-002

Course title: Emotion and Reason

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 10:15 – 11:30 AM

Location: Clark 205

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Sanem Soyarslan, Assistant Professor, Philosophy and Religious Studies

Sanem Soyarslan is an assistant professor of philosophy in the Department of Philosophy and Religious Studies. She specializes in the history of ethics and early modern philosophy, with a particular emphasis on the philosophy of Spinoza. Soyarslan has an ongoing interest in ethical theories both ancient and modern. Her recent work focuses on Spinoza's distinction between reason and intuitive knowledge and its ethical implications. In her next major project, Soyarslan aims to develop a detailed and accurate account of Spinoza's ethical thought by situating it in its historical context, giving special attention to ancient philosophers such as Aristotle and the Stoics and to Spinoza's near-contemporaries, especially Descartes.

Course description:

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, Descartes and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

HON 296-003

Course title: Patterns vs. Pandemonium

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 1:30 – 2:45 PM

Location: Quad Commons 201

Credits: 3 credit hours

Instructors: Dr. Karen Daniels, Professor, Physics

Karen Daniels received her B.A. from Dartmouth College and her Ph.D. from Cornell University, both in physics, and has been on the faculty at NC State since 2005. In her lab in the Physics Department, she and her students perform experiments on complex materials that, much like society, can exhibit dramatic transitions in their behavior. Studying earthquakes and networks in the lab has led her to contemplate the broader applicability of these ideas to the world at large. Professor Daniels has been recognized for both her physics research and teaching. She is a Fellow of the American Physical Society, and was a recipient of an Alexander von Humboldt Fellowship to spend a year at the Max Planck Institute for Dynamics and Self-Organization in Göttingen, Germany. At NC State, she has received a Leroy and Elva Martin Award for Teaching Excellence and the Equity for Women Award, and she is committed to broadening the participation of under-represented groups in pursuit of their academic goals.

Course description:

How did the neighborhoods we live in come to be segregated by race, economics, and lifestyle? The Nobel Prize-winning work of economist Thomas Schelling shows how community-scale patterns arise from small biases in our personal preferences. How do epidemics such as Ebola and measles spread through a network of social and transportation links, and what sets the threshold for a global pandemic? As explored in the 2011 disaster movie *Contagion*, epidemiological models show that not only worldwide patterns of connectivity and vaccination, but also small random connections, both play an important role. How do civil engineers and insurance companies design structures and set insurance rates to protect us from earthquakes and hurricanes? The idea of a predictable "100 year flood" has been replaced by models which account for extreme, unpredictable, events. Taking into account chaos theory and the butterfly effect, can we predict the future? The sociological implications of these ideas have been popularized in the Foundation Series by Isaac Asimov, and seen success in our increasing ability to make long-range weather predictions. In this seminar, we will explore these and other questions exploring the role of predictability and unpredictability in our lives. To do this, we will use a variety of approaches: reading both popular literature and primary research, examining mathematical trends in real data, and conducting laboratory and computer experiments. The assignments will primarily consist of writing down our reactions to all of these activities, and will culminate in a final paper or project.

HON 297-001

Course title: Interpreting American Cultures

GEP category: Interdisciplinary Perspectives & US Diversity

Day/Time: T/Th 10:15 – 11:30 AM

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Jennifer Nolan, Assistant Professor, English

Dr. Jennifer Nolan is an interdisciplinary scholar whose teaching, research, and publications explore twentieth-century U.S. literature, cultures, and identities. She earned her Ph.D. in the interdisciplinary field of American Studies after completing a B.A. in English and Philosophy and an M.A. in English Language and Literature, and her teaching for the English department, Interdisciplinary Studies, and the University Honors Program reflects and brings together these interests. Her research focuses on literature published in mass-market magazines from 1918 – 1945, whose popularity and reach finds its modern-day equivalent in streaming platforms like Netflix and Hulu. Far from being apart from the advertising, illustrations, and historical contexts that surrounded their work, Dr. Nolan’s publications argue that these stories and poems must be understood as a part of these contexts. By placing the work of canonical authors, such as F. Scott Fitzgerald, William Faulkner, and Langston Hughes, back within the magazines where they found their largest audiences, Dr. Nolan calls for new ways of thinking about these writers and their works that acknowledge their place in the popular culture of their time.

Course description:

What does it mean to study American cultures? What does it mean to be an American? This course will provide students with an introduction to the interdisciplinary study of American cultures and identities through investigating questions asked and methods used for studying popular texts, everyday objects, and individual people. Cultural products we will explore include literary texts, documentaries, advertisements, clothing, toys, museum exhibits (including a field trip to the International Civil Rights Center and Museum in Greensboro), and ethnographic accounts from a broad range of twentieth-century American perspectives. By the end of the course, students will be able to produce cultural analyses of print and visual media and physical objects (as demonstrated primarily in class and on our midterm exam), as well as conduct research with living people using ethnographic tools (culminating in a life history project with a living person), and will gain a richer understanding of the complexity of American lives and cultures.

HON 297-002

Course title: Rockin' America: Popular Music as Social Protest

GEP category: Interdisciplinary Perspectives & US Diversity

Day/Time: T/Th 3:00 – 4:15 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Tom Koch, Associate Director, Music

Dr. Tom Koch has served as Associate Director of the Music Department since 2011. He heads the Music Theory program and teaches classes in music theory, ear training, and music history. Additional duties include choral accompanist and music librarian. Previous appointments were on the faculties of Rutgers University, Franklin and Marshall College, and Union County College (NJ). An advocate and former teacher of choral music and music theory in the Wake County (NC) Public School System, Tom has been a Reader of the College Board AP Music Exam and participated in the national colloquium of the AP Music Theory Development Committee. His research interests range from the pedagogy of music in Renaissance Germany—for which he received a DAAD grant—to the piano music of John Cage. An active pianist, Tom performs in NC State faculty recitals and with the Raleigh Civic Symphony and Chamber Orchestras. He has also played with the Carolina Ballet, North Carolina Opera Company, Chapel Hill Chamber Music Workshop, and Lancaster (PA) Opera Company. He holds an honorary membership in NC State's music fraternity, Mu Beta Psi. Tom received degrees in piano performance and music teaching from the Oberlin Conservatory and a Ph.D. in music history and theory from Rutgers University.

Course description:

This course examines popular music as a tool of social protest in the United States from the 1930s to the present. It specifically explores the complex relationships between music and social movements and the extent to which music can both reflect and affect social change. By comparing songs associated with specific social movements to social theories about the acquisition of musical meaning, students assess whether and how protest music actually serves to advance the cause of social movements. This is not a lecture-based course. The in-class learning experience derives from students' engagement in group discussion and class presentation, where issues encountered in reading and listening assignments are raised and challenged in small settings before being presented by the group to the class. As an extension of the group discussion, the song profile paper and final project enable students to apply reasoning and persuasion to individual research on a chosen topic of the music-movement link and then to present their arguments to the class.

HON 299-001

Course title: Popular Songs and Communication

GEP category: Visual and Performing Arts

Day/Time: T/Th 4:30 – 5:45 PM

Location: Williams 2112

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Will Boone, Music

Dr. Will Boone teaches in the music department at NCSU, where he has taught courses on popular music, hip-hop, and African-American music. He received a PhD from UNC-Chapel Hill in 2013 with ethnographic research on contemporary black gospel music in a Durham, North Carolina church. His publications include academic essays, articles for the *Grove Encyclopedia of American Music*, and the extensive liner notes for *Labor of Love*, the 2016 release from Grammy Award-winning blues legend Taj Mahal. Dr. Boone's engagements as an invited guest speaker include presentations at the famed arts and technology conference *Moogfest* in Durham, NC, and the *Freight Train Blues* concert series in Carrboro, NC. He has presented research widely at national and international conferences. An advocate of incorporating digital media technologies into music education, Dr. Boone partnered with Jason Groth at NCSU's Hunt Library to create a beat-making workshop where students use the library's audio production suites to sample vinyl records and create their own digital compositions. Dr. Boone is also a songwriter and guitarist who has played professionally with black gospel artists since 2002, in the band of *American Idol* finalist Anoop Desai, and in The Petty Thieves, a Tom Petty tribute band.

Course description:

In 21st century America, most poets languish in obscurity, and instrumental music struggles to find an audience. Yet, the creators and performers of popular songs are some of our most recognizable and influential cultural figures. Songs—irreducible combinations of words and music—are powerful vehicles of communication that can reach a massive audience. This class explores popular songs as a form of communication. We will analyze dozens of popular recordings released between 1950 and the present as we examine how songs communicate, what they communicate, and the limits of this communication. The songs will lead us into considerations of culture, politics, identity (race, class, gender, sexual orientation, etc.), emotion, spirituality, and other areas of human experience. We'll explore how songs both reflect and shape our understanding of the world and our place in it. Assignments include several short writing assignments, a podcast, and a songwriting project. No prior musical experience as a performer is required to be successful in the class.

HON 299-002

Course title: The Limits of Interpretation

GEP category: Visual and Performing Arts

Day/Time: T/Th 10:15 – 11:30 AM

Location: Clark 205

Credits: 3 credit hours

Instructor: Dr. JMark Scarce, Professor, Art Studies

JMark Scarce is one of North Carolina's most recognized and performed composers. Recipient of the 2010 Raleigh Medal of Arts and the 2009 International Raymond and Beverly Sackler Prize in Music Composition, Scarce is the composer of audience-favorite ballets including *Dracula*, *Masque of the Red Death*, and his latest based on the paintings of Alphonse Mucha—all three of his works to be danced in the Carolina Ballet's 18/19 season. Recipient of five academic degrees in music, philosophy and religion, including the doctorate in composition from Indiana University, Scarce has won six international music competitions and his music heard on seven commercial recordings. Having taught on the music faculties of the Universities of Hawaii, North Texas, and Southern Maine, he is formerly Director of the Music Department at North Carolina State University and presently a tenured professor in NC State's famed College of Design.

Course description:

The eponymous course *The Limits of Interpretation* will assign selected readings from the semiotic work of Umberto Eco, while concentrating on two pairs of art works with shared inspiration: Thomas Bernhard's novel *Loser*, utilizing both Gould and his performances of the Goldberg as characters in his novel; and the Balzac short story "Le chef-d'oeuvre inconnu," itself a parable of modern art, and its realization in Jacques Rivette's film *La Belle Noiseuse*, wherein the process of painting is filmed. Using the Glenn Gould 1955 and 1981 interpretations of Goldberg to introduce the concept of interpretation, either in re-creation or as springboard for inspiration of new work, concepts of medium and message will be explored as well as various forms of meaning in Art. By tying together writing, music, painting, and acting, this cross-disciplinary course is intended as a meaningful study of interpretation using art as metaphor.

HON 300

Course title: Race, Membership, and Eugenics

GEP category: US Diversity

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Clark 205

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Carolyn Veale, Assistant Director, University Honors Program

Carolyn P. Veale is an Assistant Director of the University Honors Program. Her primary focus in the position has included recruitment, admissions, advising, and assessment. She has worked for NC State for the past nineteen years. Her positions have included Residence Director, Advisor for the College of Management, Assistant Coordinator for the Teaching Fellows Program, and Assistant Director of Student Services and Students Advocating for Youth for the College of Education. She has taught ECD 220 – College Student Development and Peer Counseling, ED 201 and 202 – Sophomore Teaching Fellows Forum, USC 110 – Freshman Advancement Seminar, ED 150 Students Advocating for Youth Seminar, HON 398-On Being Ethical, HON 398- Race, Intelligence and Eugenics. Carolyn has received a BA in Political Science and a BA in Public Relations from NC State University, a M.Ed. in Adult Education from NC State University, A.B.D Higher Education Administration from NC State University, and a Graduate Certificate in Counseling Education. Carolyn's areas of interest are racial identity development, social justice, and multi-cultural issues in educational and organizational settings. During her free time, Carolyn likes to spend time with family.

Course description:

The link between race and intelligence has been a subject of discussion and debate in academic research since the creation and distribution of intelligence quotient (IQ) testing in the early 20th century. There is no widely accepted formal definition of either race or intelligence in academia. Discussions connecting race and intelligence involves studies from multiple disciplines, including psychology, anthropology, biology, and sociology. Techniques have been employed to support and justify beliefs in racism, racial inferiority, and racial superiority. Human populations have been classified into physically discrete human races that supposedly separate the superior and inferior. Biological theories of race are linked to eugenics. Eugenics is the study of a belief in the possibility of improving the qualities of the human species or a human population especially by such means as discouraging reproduction by persons having genetic defects or presumed to have inheritable undesirable traits (negative eugenics) or encouraging reproduction of persons presumed to have inheritable desirable traits (positive eugenics). Eugenics was a branch of the life sciences that drove much of American social policy in the early twentieth century. The Nazis gave eugenics its negative connotations, but the practice and the science that supports it has its historical roots in the United States and in particular for poor people and people of color in America and in particular the South (North Carolina). Over 8,000 sterilizations were approved by the Eugenics Board of North Carolina. This seminar examines the scientific and social trends that supported the movement to view the human race as fit and eliminate those that were classified as unfit (Race and Intelligence). This seminar will take a look at race and intelligence, scientific racism, and eugenics and its impact on American society and in particular the state of North Carolina.

HON 312

Course title: Outbreak

GEP category: Interdisciplinary Perspectives

Day/Time: F 11:45 AM – 2:30 PM

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Susan (Sue) Carson, Professor, Plant and Microbial Biology

Dr. Carson graduated from Rutgers University (New Brunswick, NJ) with a B.S. in Biotechnology, and from the University of North Carolina (Chapel Hill, NC) with a Ph.D. in Microbiology. Her area of scientific expertise is in molecular mechanisms of bacterial pathogenesis. Prior to leading THINK, Dr. Carson spent over twelve years leading curriculum development for the NC State Biotechnology Program as its Academic Coordinator. Her scholarly work over the last ten years has focused on college-level biology education. She has received multiple awards for teaching excellence and innovation and is a member of the Howard Hughes Science Education Alliance, promoting and implementing inquiry-guided learning and authentic research in the undergraduate classroom laboratory. She coauthored two molecular biology lab manuals, and has published numerous peer reviewed papers in the area of course and curriculum development. She has mentored over 100 undergraduate students in research projects and is the PI and Director of the National Science Foundation (NSF)-funded Integrative Molecular Plant Systems Research Experience for Undergraduates (REU) Program. She serves on the Leadership Council of the National Science Foundation BIO REU, and on the Board of Directors of the Wake County Beekeeping Association. In her free time, Dr. Carson enjoys vegetable gardening, bee keeping, running, spending time with her husband and daughter, and avoiding rabid raccoons and shaking hands with anyone who might have avian flu.

Course description:

The course “Outbreak” will provide students the opportunity to investigate infectious disease outbreaks from multiple perspectives, including 1) the biology of the etiologic agent, 2) the clinical implications of the disease, 3) social, economic and political reasons for the disease spread, and 4) potential therapeutics or practices to limit the disease. Possible disease outbreaks to investigate include historical outbreaks (e.g. smallpox, Spanish flu, polio, plague) and current ones (e.g. Ebola, swine and avian flu, resurgence of measles or whooping cough in Western nations, malaria, dengue, cholera). Students will create the content of the course through research teams assigned to investigate each perspective of the disease, and then coming together to study how the different issues affect one another. This is not a lecture course; students will be guided in their own discovery. Student research and presentation will play a significant role in the class. Grades will be based on multiple student presentations, written reflection responses, class participation, and a final creative project.

HON 340

Course title: Religion and Freedom

GEP category: Interdisciplinary Perspectives

Day/Time: T/Th 1:30 – 2:45 PM

Location: Patterson 208

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Jason Bivins, Professor, Philosophy and Religious Studies

Jason Bivins received his B.A. from Oberlin College and his M.A. and PhD from Indiana University. He is a specialist in the religions of the United States, focused primarily on religion, culture, and politics since World War Two. He has published widely on a broad range of subjects, including American Zen, new religious movements, theory and method in the study of religion, and political religions. Bivins is also the author of three books: *Spirits Rejoice! Jazz and American Religion* (Oxford, 2015), *Religion of Fear: The Politics of Horror in Conservative Evangelicalism* (Oxford, 2008), and *The Fracture of Good Order: Christian Anti-Liberalism and the Challenge to American Politics* (UNC, 2003). He has taught at North Carolina State University since 2000, and is a member of the Academy of Outstanding Teachers as well as the recipient of an Alumni Distinguished Undergraduate Professor award.

Course description:

For a variety of reasons, “religion” is one of the most controversial subject matters in contemporary cultures. Beyond sensationalism and outrage, though, modern societies have taken shape in part through complex debates about the role (or lack thereof) of religion in public life. At the core of these considerations are clashing understandings of the relation between religion and freedom, two broad categories with a range of different meanings. This course will explore these differing understandings by considering: legal arguments proposing freedom of religion, and the challenges of religious pluralism; arguments urging freedom from religion, in defense of secular public life; and invocations of freedom through religion, via human creative expression, social activism, ritual, or cosmology. We will examine not just theoretical and historical writings about religion but novels, films, and other media that have shaped the ongoing conversation.

HON 345

Course title: On the Human

GEP category: Interdisciplinary Perspectives & Humanities (Philosophy)

Day/Time: T/Th 10:15 - 11:30 AM

Location: Quad Commons 202

Credits: 3 credit hours

Instructor: Dr. Gary Comstock, Professor, Philosophy and Religious Studies

Gary Comstock is professor of philosophy at NC State. His research concerns ethical questions in the biological sciences. Most recently, he co-edited *The Moral Rights of Animals* and wrote *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research and Vexing Nature? On the Ethical Case Against Agricultural Biotechnology*. *Vexing Nature* was called a "watershed" in the discussion of genetically modified foods and a critic wrote that its nuanced treatment of the issue is "virtually unprecedented in applied philosophy." Comstock edited *Life Science Ethics, Religious Autobiographies, and Is There a Moral Obligation to Save the Family Farm?* and was named a Fellow at the National Humanities Center. He spends his free time listening to string quartets, dragging his walker at noon onto the basketball floor in Carmichael, and wondering what goes on in horses' heads.

Course description:

The goal of this course is to deepen our understanding of the human using philosophical and scientific modes of inquiry. We focus on human singularity: the properties, if any, that distinguish us from nonhuman animals and cyborgs. It's commonplace to think humans unique in a variety of ways. Only we have music, language, reason, free will, souls, religion, empathy, altruism, social cooperation, reciprocity, self-consciousness, ability to use tools, or lead autobiographical lives. But what are these things? What is a soul or free will? Or music or language for that matter? Do all humans have all of the properties listed? What is the status of those who lack one or another of them? And what about animals? Might some other mammals, or birds, or even fish— be self-conscious or act altruistically? And what about future machines? Might we one day engineer reason and emotion into an advanced artificial intelligence? Would that cyborg then be our moral equal? There are many opinions about the correct answers to these questions and we will evaluate them. We'll pay particular attention to the conclusions drawn from scientific experiments. Toward that end, we will review the results of an experiment at Duke University in which a computer is being used to read a monkey's brain and assist it in playing computer games, a robot that seems capable of training itself to pick up objects in much the same way as a human child learns to do so, and an orangutan who spontaneously and without training begins to whistle, a very un-orangutanian thing to do. What is human nature? Is there such a thing? How do we differ, if at all, from other animals and machines? What are the ethical implications, if any, of these differences? If technology allows us to change our nature, should we shape public policy to allow or disallow such changes? Should we be allowed one day to implant memory chips in our brains or upload our conscious states into a virtual Matrix where, presumably, we may live forever in a disembodied state?