

Fall 2021 HON Seminars

Course #	Title	Instructor	GEP	GEP	Day/Time	Location	Credits	Notes
HON 202-001	Transgression & Transformation in Women's Literature	Auten	HUM-LIT		T/Th 11:45 AM-1:00 PM	QC 202	3	NEW UHSP FRESHMEN
HON 202-002	Transgression & Transformation in Women's Literature	Auten	HUM-LIT		T/Th 1:30-2:45 PM	QC 202	3	NEW UHSP FRESHMEN
HON 202-003	The Art of War	Mainland	HUM-LIT		M/W 10:15-11:30 AM	POE 736	3	NEW UHSP FRESHMEN
HON 202-004	Fiction and Science	Mainland	HUM-LIT		M/W 11:45 AM-1:00 PM	POE 736	3	NEW UHSP FRESHMEN
HON 202-005	Shakespeare and Leadership	Blackley	HUM-LIT		T/Th 10:15-11:30 AM	TSU 4270	3	NEW UHSP FRESHMEN
HON 202-006	Data and the Human	Fyfe	HUM-LIT		M/W 10:15-11:30 AM	PS 215	3	NEW UHSP FRESHMEN
HON 202-007	Visual Literacy and the Graphic Novel	Simon	HUM-LIT		T/Th 11:45 AM-1:00 PM	LMP 232	3	NEW UHSP FRESHMEN
HON 202-008	Power of Horror	Phillips	HUM-LIT		T/Th 1:30-2:45 PM	WI 150	3	NEW UHSP FRESHMEN
HON 290-001	Arts in Dissent During the Civil Rights Movement	Turner	HUM	USD	M/W 1:30-2:45 PM	QC 202	3	UHP
HON 293-002	Literature and Science	Morillo	IP	GK	M/W 3:00-4:15 PM	WN 114	3	UHP & USP
HON 294-001	After Religion?	Foody	HUM		M/W 11:45AM-1:00 PM	CAL 212	3	NEW UHSP FRESHMEN
HON 295-002	Conservative Tradition in the West	Taylor	SS		M/W 3:00-4:15 PM	WN 213	3	UHP & USP
HON 296-001	Patterns vs. Pandemonium	Daniels	IP		M/W 1:30-2:45 PM	QC 201	3	UHP
HON 296-002	Religion and Bioethics	Harwood	IP		T/Th 11:45AM-1:00 PM	LEZ 316	3	UHP
HON 296-003	Science, American Style	Brinkman	IP		M/W 3:00-4:15 PM	WN 205	3	UHP & USP

HON 296-004	Ideas and Debates in Western Intellectual History Since 1500	Ludington	IP		T/Th 8:30-9:45 AM	LMP 232	3	UHP & USP
HON 296-005	Leadership in Professional Research	Domeracki	IP		M/W 8:30-9:45 AM	CH 205	3	UHP & USP
HON 297-001	North American Borderlands	Bruno	IP	USD	T/Th 10:15-11:30 AM	WI 145	3	UHP & USP
HON 300-001	Race, Membership, and Eugenics	Veale	USD		T/Th 11:45 AM-1:00 PM	WI 160	3	UHP & USP
HON 314-001	Society's Mirror: Literature in 20th-Century America	Nolan	HUM	USD	T/Th 10:15-11:30 AM	QC 201	3	NEW UHSP FRESHMEN
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	T/Th 10:15-11:30 AM	QC 202	3	UHP & USP
HON 348-001	Emotion and Reason	Soyarslan	IP		M/W 1:30-2:45 PM	N 2403	3	NEW UHSP FRESHMEN
HON 354-001	The Winners and Losers of U.S. Agricultural Policy	Treme	SS		M/W 10:15-11:30 AM	QC 202	3	NEW UHSP FRESHMEN
HON 355-001	Feelings of/from Technology: Analog Bodies in Digital Spaces	O'Leary	IP	GK	T/Th 1:30-2:45 PM	QC 201	3	NEW UHSP FRESHMEN
HON 398-001	American Foreign Policy in a World Transformed	Cassidy			T 6:00-7:50 PM	QC 201	2	***
HON 398-002	New Fiction: Contemporary Issues in Literature	Johnson			W 6:00-7:50 PM	CH 205	1	***
HON 398-003	Body, Breath, and Mind: Connecting Core Components	Brewer			Th 3:00-4:50 PM	QC 201	1	***
HON 398-006	Women in the Workforce	Bullock			F 11:45 AM-12:35 PM	BS 300	1	***

***Restricted to UHSP students who have taken 2 HON seminars and/or 2 semesters of Scholars Forum

HON 202-001/-002

Course title: Transgression & Transformation in Women's Literature

GEP category: Humanities (Literature)

Section 001 - Day/Time: T/Th 11:45 AM - 1:00 PM

Section 002 - Day/Time: T/Th 1:30 - 2:45 PM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Anne C. Auten, Assistant Director, University Honors Program

Anne received her degrees in English from NC State University, with a concentration in gender and sexuality in 19th-century British literature. Over the last thirteen 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 French culture/study abroad course. Anne has mentored cohorts of graduate students in the First-Year Writing Program, and faculty members from all disciplinary backgrounds as a QEP Faculty Fellow. 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. Much to Anne's delight, her four-year-old son, Wyatt, loves books as much as she does.

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 in favor of alternative stories based on other types of relationships, interests, and roles. 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, Margaret Atwood, and Roxane Gay. 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: The Art of War

GEP category: Humanities (Literature)

Day/Time: M/W 10:15 - 11:30 AM

Location: Poe 736

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 and serves on their Advisory Board. Since 2017, she has also been 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 cat, who enjoys 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 storytelling to work through feelings of guilt, loss, inadequacy, or doubt. With readings of poetry, drama, and prose from the nineteenth to the twenty-first centuries, and works ranging from cinema and television to music, we will explore the ways in which humans deal with wars and their aftermath by placing them (safely?) in the artistic realm. Students will: write three short, informal assignments (10%), two short papers (15%), a paper abstract (5%), and a longer paper (20%); take a midterm (10%); and give two short class presentations (10%). Other graded components include Zoom participation (10%) and participation in discussion forums on Moodle (20%).

HON 202-004

Course title: Fiction and Science

GEP category: Humanities (Literature)

Day/Time: M/W 11:45 AM - 1:00 PM

Location: Poe 736

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 and serves on their Advisory Board. Since 2017, she has also been 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 cat, who enjoys this immensely.

Course description:

This course will examine critical points of convergence between the sciences and fiction. The class will consider a variety of approaches to fiction that will draw on discussions of topics ranging from the physical sciences to sociology. The aim will be to develop students' understanding of the symbiotic relationship between technological, social, and scientific change, and the necessary artistic process of imagining a changed world. Students will: write three short, informal assignments (10%), two short papers (15%), a paper abstract (5%), and a longer paper (20%); take a midterm (10%); and give two short class presentations (10%). Other graded components include Zoom participation (10%) and participation in discussion forums on Moodle (20%).

HON 202-005

Course title: Shakespeare and Leadership

GEP category: Humanities (Literature)

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

Location: Talley Student Union 4270

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 tripartite 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 202-006

Course title: Data and the Human

GEP category: Humanities (Literature)

Day/Time: M/W 10:15 - 11:30 AM

Location: Park Shops 215

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Paul Fyfe, Associate Professor, English

As a scholar of literature and media history, Paul Fyfe is keenly interested in the cultural impact of communications technologies from the nineteenth century to the present. He is also a practitioner in what has been called “digital humanities,” experimenting with how digital technologies can change the way we view, analyze, and interact with the past. His research includes virtual reconstructions of historical places, tracking patterns in large collections of digitized newspapers, and using computer vision techniques to analyze historical illustrations. He is currently working on a book called *Digital Victorians*, a long history of the digital present rooted in nineteenth-century media cultures.

Course description:

We are living in the era of big data. At the same time, big data is shaping how we live, how we define the boundaries of private and public selves, how we make decisions, and how we are governed and manipulated. In other words, “data” no longer refers to electronic information alone, but to the emerging conditions that are redefining our humanity. This seminar invites students to identify and understand these changes across contexts including democracy and surveillance, identity and algorithms, education, artificial intelligence, and the environment. We will read a range of materials from science fiction to tech journalism to cultural studies. Additionally, with the help of hands-on workshops, we will try several entry-level experiments with data, from trying to acquire and control our own personal data, to visualizing and researching open data sets, to writing papers with the help of text-generating AI. No previous experience or special technical skills are required beyond basic familiarity with a computer. Ultimately, the course aims to develop students' critical data literacy for a data-driven age.

HON 202-007

Course title: Visual Literacy and the Graphic Novel

GEP category: Humanities (Literature)

Day/Time: T/Th 11:45 AM - 1:00 PM

Location: 111 Lampe Drive 232

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Margaret Simon, Associate Professor, English; Director, English Honors Program

Margaret Simon earned a BA in English and French from the University of Tennessee at Chattanooga, an MA in Comparative Literature from the University of Wisconsin, Madison, and a PhD in English from the University of Virginia. Her primary research area is sixteenth- and seventeenth- century British literature. She has been an instructor in the History of Text Technologies program at Florida State University and is currently an Associate Professor of English at NC State where she also directs the English Honors Program. Her research has explored the early modern representation of writing practices, particularly in the work of England's early women writers. She is also interested in the interplay between early modern theories of consciousness and literary form. On this topic, she has recently co-edited a volume for Penn State University Press, *Forming Sleep: Representing Consciousness in the English Renaissance*. Her current book project, *Open Books: Multi-Materiality and the English Renaissance Codex*, examines how books in the Renaissance represent and transform other textual objects, thereby reshaping the symbolic authority and the conceptual and physical borders of the early modern book. This interest in book history led her to a fascination with illustrated texts, up to and including graphic novels. She has taught numerous courses both on the graphic novel generally and specifically on representations of women and gender in graphic literature. She loves the opportunity to bring her knowledge of book making and the dynamics of book illustration to her courses on the contemporary graphic novel.

Course description:

Every day we are bombarded with a dizzying variety of written, visual, and multimodal messages. What are the relations of text and image in our highly mediated world? How do text and image make different types of arguments? How can they be integrated to make persuasive narratives or social critique? This course explores these broad issues through the experimental textual forms and ambitious visual narratives of the contemporary graphic novel. We will read a mixture of literary and interdisciplinary texts to consider how novelists, journalists, and researchers are using the possibilities of text and image to interpret complex and sometimes controversial information and even to explore their own roles as authors. The cartoonist Will Eisner has written that "stereotype is an essential tool in the language of graphic storytelling." We will evaluate this statement, coming to understand how an artist's visual "voice" shapes our perception of the characters and social conditions a work conveys. The course aims to foster flexible critical reading practices and to develop students' capacities in written as well as visual forms of academic argument. The major assignments are two 5-page essays and a final project that will combine critical and creative approaches to course material.

HON 202-008

Course title: The Power of Horror: Horror Fiction and Film

GEP category: Humanities (Literature)

Day/Time: T/Th 1:30 - 2:45 PM

Location: Withers 150

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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 insofar 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 290-001

Course title: Arts in Dissent During the Civil Rights Movement

GEP categories: Humanities & U.S. Diversity

Day/Time: M/W 1:30 - 2:45 PM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Students in the University Honors Program

Instructor: Dr. Kristen Turner, Lecturer, Music

Dr. Kristen M. Turner teaches in the Music Department at NC State. 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. Her research has been published in the *Journal of the Society of American Music*, the *Journal of Musicological Research*, and the *Journal of the American Musicological Society* as well as in several collected editions, most recently in *Carmen Abroad* (2020). She is currently working on a book manuscript about the use of opera as a marker of race and class in vaudeville and musical comedies in the United States at the turn of the twentieth century, and is co-authoring a *Teacher's Guide on Race and Gender in the Music History Survey* with Dr. Horace Maxile. The Society of American Music and the National Endowment for the Humanities have supplied funding for her research.

Course description:

It is an iconic image: white and Black people holding hands, the photographer catching them with mouths open wide, singing together while marching down a street demanding their rights as citizens of the United States. Protest anthems like "We Shall Overcome" or "Eyes on the Prize" are the sonic reminders of the Civil Rights Movement, and even today's activists look to that rich tradition when they take to the streets. But, artists from every discipline participated in the Movement, contributing their visions to the struggle for Freedom and interpreting what civil rights meant through their work. In this class we will examine the visual arts, literature, and music made by Black artists which documented, interpreted, and contributed to the Civil Rights Movement. These artists and their artworks formed a culture of dissent that motivated activists and informed their actions during the Civil Rights movement from the mid-1950s until the mid-1970s. From Jacob Lawrence's paintings to Nina Simone's jazz, from Lorraine Hansberry's plays to Ossie Davis's films, from protest anthems to gospel, from activists' memoirs to Amiri Baraka's poetry, this class explores the artwork of dissent made by African Americans in the United States during the mid-twentieth century. Main assignments will be two short essays and a final project.

HON 293-002

Course title: Literature and Science

GEP categories: Interdisciplinary Perspectives & Global Knowledge

Day/Time: M/W 3:00 PM - 4:15 PM

Location: Winston 114

Credits: 3 credit hours

Restrictions: Students in the University Honors & Scholars Programs

Instructor: Dr. John Morillo, Associate Professor, English

Dr. 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 noted 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” (*Science and Literature* 1986). This course tracks the imaginative potentials, social repercussions, and interdisciplinary mixing of literature and science from the seventeenth to the twenty-first 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. This course will present primary historical sources from scientific writers as well as more traditionally literary texts, including fiction, poems, and plays from all genres 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; however, no prior technical scientific knowledge is assumed. Unifying themes include the development of and responses to the theory of evolution, and women writing about science. 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 294-001

Course title: After Religion?

GEP category: Humanities

Day/Time: M/W 11:45 AM - 1:00 PM

Location: Caldwell 212

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Kathleen Foody, Assistant Professor, Department of Philosophy and Religious Studies

Dr. Foody earned her Ph.D. from the University of North Carolina at Chapel Hill, an M.A. in Jewish, Islamic, and Near Eastern Studies from Washington University in St. Louis, and a B.A. in Sociology, Anthropology, and Religion from Carleton College. She was previously an Associate Professor of International Studies at the College of Charleston. Her research focuses on the study of modern Islam, both as practiced by Muslims and as conceived by non-Muslims. Dr. Foody is specifically interested in how ideas about liberalism and secularism organize debates over appropriate Islamic practice and politics. She has published on Twentieth Century Muslim intellectuals in Iran, as well as media and Islamophobia, and “post-secular” pedagogies on US university campuses. Dr. Foody’s current book project examines a series of international attempts to stage Islam for liberal publics.

Course description:

This course covers historical, sociological, theoretical, and anthropological approaches to the question of religious decline. That is, it addresses the question: will religion end and what will come after? Topics covered include political secularization, science and religious disenchantment, contemporary technologies (such as artificial intelligence), atheism, and the increasing prevalence of folks who identify as having no religion. This is an introductory course. It assumes no previous knowledge and requires no prerequisites. The course begins by considering the “secularization thesis” - that is, the idea that communities (and political communities in particular) would increasingly become less religious over time. We move from there to focus on the question of science in particular, notions of “disenchantment,” and how religion might hang around in contemporary science and technology. Finally, we turn to contemporary conversations surrounding spirituality as an antidote to religion itself.

HON 295-002

Course title: Conservative Tradition in the West

GEP category: Social Sciences

Day/Time: M/W 3:00 - 4:15 PM

Location: Winston 213

Credits: 3 credit hours

Restrictions: Students in the University Honors & Scholars Programs

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 peer-reviewed journals and is the author of the books, *Elephant's Edge: The Republicans as a Ruling Party*, *The Floor in Congressional Life*, *Congress: A Performance Appraisal*, and, with Toby L. Parcel, *The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments*. 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 is a survey of conservative political thought in the west, with particular emphasis on the United States and Britain, from Plato to today. The approach is largely chronological with a focus on key personalities--thinkers and political leaders--such as Aquinas, Burke, Disraeli, and Kirk--and institutions--like the British Conservative Party and American Republican Party. Students will explore the central tenets of conservatism and understand how it differs from both modern and classical liberalism. They will also examine conservative critiques of contemporary western societies. Students can check out the syllabus and other materials related to the course [here](#).

HON 296-001

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

Restrictions: Students in the University Honors Program

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 COVID spread through a network of social and transportation links, and what sets the conditions for a local outbreak vs. global pandemic? Our recent experience has shown 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 296-002

Course title: Religion and Bioethics

GEP category: Interdisciplinary Perspectives

Day/Time: T/Th 11:45 AM - 1:00 PM

Location: Leazar 316

Credits: 3 credit hours

Restrictions: Students in the University Honors Program

Instructor: Dr. Karey Harwood, Associate Professor, Religious Studies and Women's and Gender Studies

Dr. Harwood's area of specialization is biomedical ethics and feminist theory, with a special focus on reproductive technologies. Her book, *The Infertility Treadmill: Feminist Ethics, Personal Choice, and the Use of Reproductive Technologies*, examined both the social context of reproductive technologies and the individual experience of infertility. More recent work has focused on egg freezing, repro-genetic technologies, and eugenics. She has published in journals such as *Bioethics* and *International Journal of Feminist Approaches to Bioethics*, contributed chapters to two books on reproductive ethics, and written for *IJFAB* and *UNC Press* blogs. She is a member of the NC State Academy of Outstanding Teachers and won the Alumni Distinguished Undergraduate Professor award in 2019. Dr. Harwood's Ph.D. is in Religious Studies from Emory University, where she was awarded a Woodrow Wilson Dissertation Grant. She also has a Master of Theological Studies from Harvard Divinity School and a B.A. in English from Yale.

Course description:

This course will examine the relationship of religion and ethics and the related question of the role of religion in public life. The organizing focus for this broader discussion will be bioethics, including historical and current cases in bioethics and the evolution of the field of bioethics. Although specific religious traditions and perspectives will be considered, the course will be organized by topic, not by religion. For example, we will consider the evolution of bioethics in the United States as a field originally dominated by Christian theologians to a field dominated by secular philosophy and discuss where religious voices find relevance in current debates. We will look at the historic case of the American Eugenics movement and the influence of religion in both supporting and opposing eugenic sterilization. More recently, we will consider the use of religion in "conscientious objection" to the provision of medical care, including contraception and abortion. The remainder of the semester will be devoted to discussing the following issues: emerging genetic technologies (e.g., CRISPR gene editing), reproductive technologies, and issues at the end of life and after death (e.g., posthumous reproduction). Various religious perspectives on these issues (including but not limited to the U.S. context) will be examined as a way of opening up a wider conversation about how moral values influence public debate and public policy. Course requirements: participation (5%); weekly discussion questions (5%), PPT presentation (10%), short essay (25%), five quizzes (25%), and a take-home final exam (30%).

HON 296-003

Course title: Science, American Style

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 3:00 - 4:15 PM

Location: Winston 205

Credits: 3 credit hours

Restrictions: Students in the University Honors & Scholars Programs

Instructor: Dr. Paul Brinkman, Adjunct Teaching Associate Professor, History; Head, History of Science Research Lab and Curator of Special Collections, NC Museum of Natural Sciences

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 the 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:

As modern science developed from the 1600s on, although initially primarily in Europe, Americans engaged in and contributed to science. In turn science and technology became defining elements of modern American culture. You will explore questions such as: How has science in the United States developed its own distinctiveness? What role has science and technology played in the development of American culture? How have scientific ideas shaped our society and, in turn, how has American society shaped the development of science? Is there even such a thing as *American* science, as a useful historical category? Throughout the course, answering these questions engages overarching themes, including: science, religion, and politics; frauds and quackery in science; the professionalization of science; and science in popular culture. The course begins with a discussion of natural philosophy during America's colonial and revolutionary period, looking at how science played a role in the development of the early republic. Our discussions of the 19th century will be concentrated on the professionalization of science and the formation of several important American scientific institutions. Moving into the progressive era in the early 20th century, we will analyze eugenics, the development of scientific management, in relation to American issues of immigration and race. Later, we will address the creation of the atomic bomb and the birth of "Big Science" after WWII. As we move past WWII, we will look at several scientific issues that have captured the attention of the American public, focusing predominantly on the space race in the late 20th century.

HON 296-004

Course title: What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500

GEP category: Interdisciplinary Perspectives

Day/Time: T/Th 8:30 - 9:45 AM

Location: 111 Lampe Drive 232

Credits: 3 credit hours

Restrictions: Students 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 was a Marie Curie Senior Research Fellow at University College Cork and Université 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 expose students to some of the major ideas and debates in Western history since 1500. Students will be required to read excerpts from primary texts in order to understand the arguments being put forth; secondary texts in order to put these ideas and debates in historical context and to see how historians have analyzed them; and recently published essays, articles, books, etc. to see how these historical debates remain present, albeit in slightly different form. Indeed, both the continuity and change within these debates will be emphasized and explored in class discussion and writing. By reading both primary and secondary sources pertaining to major debates in Western history, students will learn to identify cultural differences within and between societies across time and space. And by learning about how major ideas and debates in Western history still pertain to contemporary society, students will learn to develop their skills in ethical reasoning, and to assess critically the consequences of actions, both personal and institutional.

HON 296-005

Course title: Leadership in Professional Research

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 8:30 - 9:45 AM

Location: Clark 205

Credits: 3 credit hours

Restrictions: Students in the University Honors & Scholars Programs

Instructor: Dr. Michael Domeracki, Assistant Director for Outreach Programs, Shelton Leadership Center

Dr. Domeracki is the assistant director for outreach programs at the Shelton Leadership Center. In this role, he oversees campus and community outreach initiatives and is responsible for curriculum design, teaching, and the facilitation of values-based leadership and ethical community engagement workshops for pre-college students, university students, and professionals. Prior to coming to NC State, Dr. Domeracki was at the Center for Civic Leadership at Rice University where he directed internships, undergraduate research, and preparation for post-baccalaureate applications and opportunities. In these roles, he mentored, taught, and served as the primary advisor for several distinguished and nationally competitive fellowships. At Rice, Dr. Domeracki was also an adjunct faculty member in the Department of Religion. With ten years of diverse teaching experience, he has taught courses in the critical study of religion, intensive writing seminars for first-year students, advanced undergraduate research support, preparation for graduate and professional schools, and experiential, co-curricular programs in leadership and civic action. He completed a Ph.D. in the Department of Religion at Rice University exploring community identity and self-definition in early Christianity. Dr. Domeracki earned a B.A. in History at the University of Calgary, received a Master's degree from Vanderbilt Divinity School, and conducted non-degree graduate work at the University of Notre Dame. He hails from Colorado and is generally a funny dude known to appreciate a fine flannel shirt and the comfort of his Birkenstocks.

Course description:

The purpose of this course is to equip students with the skills and competencies to exert leadership in academic- or research-related careers and prepare for inquiry-based capstone independent studies or internships before graduation. Within the structure of the course, students will participate in activities, experiential and investigative assignments, and regularly scheduled classes to explore topics of leadership within the academic and research realms of the public, private, and non-profit sectors. Students will develop an understanding of the academic life and learn how to compose application materials. Furthermore, students will learn how to navigate the administrative concerns of the professional research realms, examine and apply personal values in research, and learn effective leadership techniques to create positive change through inquiry-based enterprises. Collectively, this class will prepare students to engage the nuanced concerns of ethical practices, intellectual and academic honesty, and the social responsibility of professional research.

HON 297-001

Course title: North American Borderlands

GEP categories: Interdisciplinary Perspectives & US Diversity

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

Location: Withers 145

Credits: 3 credit hours

Restrictions: Students in the University Honors & Scholars Programs

Instructor: Dr. Dean Bruno, Associate Teaching Professor & Assistant Department Head, History

Dean Bruno is the Assistant Department Head for Student Affairs in the History department and also directs the department's Honors Program. He earned MA degrees from NC State University, and his doctorate from Vanderbilt University. Prior to working in academia, he served as a senior administrator in higher education and also worked as an analyst for Ernst & Young. He has taught classes on the American West, US Environmental History, and Native American History at NC State University since 2013. He has also served as a Visiting Professor at Duke University. He has presented his work at various workshops and conferences, including the Newberry Library Consortium in American Indian Studies, Society for Historians of the Early American Republic, and the American Society for Ethnohistory. He received the History Department Teaching Award in 2015, and the College of Humanities and Social Sciences Outstanding Lecturer Award in 2018.

Course description:

While much North American history is focused on the creation and maintenance of nation-states, the history of borderlands and borders allows scholars to analyze the various ways that people crossed, shaped, and openly defied borders in pursuit of their own individual and group goals and objectives. This course examines the historical construction of borderlands from the pre-colonial period to the modern era. Major themes will include encounters, exchanges, cooperation, conflict, agency, and identity within the broader context of social, cultural, environmental, and economic power dynamics and differentials. In particular, this course will investigate how competition and control for land, natural resources, and trade goods transformed the physical places and cultural spaces of these regions and also the people who called them home. In this discussion-based seminar, we will interpret and analyze assigned readings on a weekly basis. Our journey into the past will also be informed by paintings, music, photographs, and objects of material culture. For assignments, students will demonstrate their mastery of the material via weekly in-class reading evaluations (short essays), and take-home midterm and final essays.

HON 300-001

Course title: Race, Membership, and Eugenics

GEP category: U.S. Diversity

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Withers 160

Credits: 3 credit hours

Restrictions: Students in the University Honors and 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, and 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 multicultural 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 involve 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, and 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 314-001

Course title: Society's Mirror: Literature in 20th-Century America

GEP categories: Humanities & U.S. Diversity

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Jennifer Nolan, Associate Professor, English

Dr. 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 popular magazines in the first half of the twentieth century, whose popularity and reach finds its modern-day equivalent in streaming platforms like Netflix. Far from being apart from the advertising, illustrations, and social commentary 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:

Anyone who has looked in the mirror knows that mirrors – unlike Instagram filters – reflect not what we want to see, but what is there. This course looks at several key works of twentieth-century American literature and asks what they reveal about the society in which they were produced. In honor of the beginning anew of the 20s, the first half of our class will consider the many ways that literature in the Jazz Age represented and critiqued the era – from stories by writers like F. Scott Fitzgerald published in popular magazines, which find their modern-day equivalent in streaming services, to authors of the Harlem Renaissance, like Langston Hughes and Nella Larsen. The second half of the class will take us to the second half of the century, where we will consider cautionary tales about undercurrents in American society by authors such as Shirley Jackson and Margaret Atwood. To continue with our metaphor, the frame for our mirror will consist of the social, cultural, and material contexts in which these works were published, understood, and interpreted, and our investigations will take us into the pages of magazines from the 1920s and to 21st-century media interpretations of our works. The course will have two written exams and culminate with creative projects exploring what our literary works have to say to modern-day audiences.

HON 345-001

Course title: On the Human

GEP categories: Humanities (Philosophy) & Interdisciplinary Perspectives

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

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Students in the University Honors and Scholars Programs

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?

HON 348-001

Course title: Emotion and Reason

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 1:30 - 2:45 PM

Location: Nelson 2403

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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

Dr. 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 354-001

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 the United States' (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 355-001

Course title: Feelings of/from Technology: Analog Bodies in Digital Spaces

GEP categories: 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:

Not only do we live in a digital age, we live in a time where technology permeates and infuses everything we do and this has led to both optimism and concern. The existential challenges raised by the digital age raise many questions: What is technology and what is its purpose? Why has the increased prosperity technology provides been met with seemingly impoverished lives, loneliness, and alienation? How does technology mediate our sense of identity and the relations we have with society, nature, and ourselves? This course will explore the *phenomenology of technological life* - that is, the descriptive method aimed at looking at the relations between humans and our world, a technologically-mediated world. We will use this experiential and descriptive approach to consider the moral dimensions and psychological and political consequences of digital and emerging technologies, especially information technologies like the internet and social media. A central claim of this course is that we cannot understand ourselves, our world, and our historical situation without critically engaging technology.

HON 398-001

Course title: American Foreign Policy in a World Transformed

GEP category: n/a

Day/Time: T 6:00 – 7:50 PM

Location: Quad Commons 201

Credits: 2 credit hours

Restrictions: UHP/USP students who have completed 2 HON seminars and/or 2 semesters of Scholars Forum

Instructor: Sean M. Cassidy, Director, University Honors & Scholars Programs

Sean Cassidy received a B.A. in Government from Franklin and Marshall College. He received an M.A. in Political Science from Duke University where he studied American Politics, International Relations, and International Security. As the Director of the University Honors and Scholars Programs, Sean develops strategic initiatives that support the program missions, manages financial resources, advises UHSP students, and supervises a talented professional staff of 7 as they design and deliver academic, enrichment, and explorations programs for academically motivated students.

Course description:

The first decades of the 21st century have been marked by a series of disruptions that have transformed global politics and produced an American foreign policy that seems dysfunctional and divided to observers at home and abroad. The pandemic of 2020 is the most recent of these disruptions. It has revealed a world that is globalized, integrated, and dynamic. It has also revealed the vulnerabilities of this world. These vulnerabilities have increased the challenges facing U.S. policymakers. This course uses the Foreign Policy Association's *Great Decisions* to examine eight global issues and to debate whether the United States can generate the national consensus, commitment, and credibility to join the global community in addressing them. During the course of the semester we'll consider the following topics:

- The role of international organizations in a Global Pandemic
- Global supply chains and national security
- China and Africa
- Korean Peninsula
- Persian Gulf Security
- Brexit and the European Union
- The fight over the melting Arctic
- The End of Globalization?

HON 398-002

Course title: New Fiction: Contemporary Issues in Literature

GEP category: n/a

Day/Time: W 6:00 – 7:50 PM

Location: Clark 205

Credits: 1 credit hour

Restrictions: UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

Instructor: Ken Johnson, Associate Director, University Scholars Program

Ken has a B.A. in English and Education, with minors in History and African American Studies, and an M.A. in English with a focus on creative writing. He loves pie (key lime pie, in particular) and once planned a trip cross-country with an itinerary largely based on the country's best pie shops. It is still one of his all-time favorite trips.

Course description:

In the past several years, writers like Colson Whitehead, NoViolet Bulawayo, Tommy Orange, Mohsin Hamid, and N.K. Jemisin have expanded the boundaries of literature, blurring genres and breaking down boundaries, interrogating issues like family, identity and race, culture, and masculinity. This course will explore many of these new works and how they use literature to hold up a mirror to society.

HON 398-003

Course title: Body, Breath, and Mind: Connecting Core Components

GEP category: n/a

Day/Time: Th 3:00 – 4:50 PM

Location: Quad Commons 201

Credits: 1 credit hour

Restrictions: UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

Instructor: Chester K. Brewer, Assistant Director, University Scholars Program

Chester Brewer is an avid pursuer of adventures big and small. His work in the field of experiential education has taken him all over including a 14,000 mile, 9-week road trip around the continental U.S.. Chester's skills and educational background include a B.A. in Romance Languages, an M.Ed. in Outdoor Education, and wilderness first responder certification. His main goal is to help students of all backgrounds find simple ways to unplug from the screen and reconnect with their senses in the wider world.

Course description:

You are a mammal. Mammals use their lungs to breathe without even thinking about it. Mammals move their bodies with purpose and intention to get through the world. As a human mammal in the modern world, it can sometimes be challenging to remember how to move through the world with purpose and intention, or to breathe fully. With all the distractions that surround us, it is easy to forget how amazing our bodies and our breath are. This course will help you remember how to move your body with purpose and teach you how breath can activate and energize your day. No experience necessary.

HON 398-006

Course title: Women in the Workforce

GEP category: n/a

Day/Time: F 11:45 AM - 12:35 PM

Location: Brooks 300

Credits: 1 credit hour

Restrictions: UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

Instructor: Marcy Bullock, Director-Professional Development, Career Development Center

Marcy Bullock has spent her life helping others decide what to do with their life and how to reach their career goals. She teaches Career Exploration and Professional Development. She advocates for all marginalized groups to be treated equally. She received the Governor's Award for Excellence based on 30 years of pushing career education into the curriculum. She offers creative solutions resulting in career fulfillment.

Course description:

This course will explore strategies that successful women have used to advance their careers. Women get paid less than men to do the same job. Learning to advocate for your worth is essential. Women face unique challenges related to integrating work and personal life into a formula that allows them to juggle all of the balls in the air without dropping any. Are you an Integrator, Separator, Cyler, Work First or Personal First type? Students will complete a Work Life Integration Assessment and find out how to best utilize their type for a life of success. Working remotely has magnified the importance of understanding values and aligning actions accordingly at all stages of a professional career. Students will learn a new vocabulary necessary to seek out meaningful careers that align with their life's vision and career goals. This innovative tool challenges students to reflect on their professional and personal needs in tandem through exposure to common dilemmas at all stages of their careers.