

Fall 2022 HON Seminars

Course #	Title	Instructor	GEP	GEP	Day/Time	Location	Credits	Notes
HON 202-001	Transgression & Transformation in Women's Literature	Auten	HUM-LIT		TTh 11:45 AM-1:00 PM	QC 202	3	*
HON 202-002	The Art of War	Mainland	HUM-LIT		MW 11:45 AM-1:00 PM	CAL 212	3	*
HON 202-003	Shakespeare and Leadership	Blackley	HUM-LIT		TTh 10:15-11:30 AM	QC 201	3	*
HON 202-004	Data and the Human	Fyfe	HUM-LIT		MW 10:15-11:30 AM	QC 202	3	*
HON 202-005	Graphic Novel: Text, Image, Interpretation	Simon	HUM-LIT		TTh 11:45 AM-1:00 PM	POE 636	3	*
HON 202-006	Power of Horror	Phillips	HUM-LIT		MW 1:30-2:45 PM	POE 209	3	*
HON 202-007	Literature of Space, Place, and Environment	Baker	HUM-LIT		MW 8:30-9:45 AM	T G126	3	*
HON 202-008	Representing Animals	Morillo	HUM-LIT		MW 1:30-2:45 PM	QC 201	3	*
HON 293-001	Listening to Climate Change	Paige	IP	GK	MW 11:45 AM-1:00 PM	COX 200	3	
HON 294-001	After Religion?	Foody	HUM		MW 11:45 AM-1:00 PM	WN 209	3	*
HON 295-001	Classical Liberal Tradition	Taylor	SS		MW 3:00-4:15 PM	WN 005	3	
HON 295-002	Storytelling for Social Change	Gonzalez	SS		TTh 10:15-11:30 AM	BI 2006	3	
HON 299-001	Sold! Dealers, Collectors, and Museums	Clark	VPA		MW 1:30-2:45 PM	COX 200	3	
HON 300-001	Race, Membership, and Eugenics	Veale	USD		TTh 11:45 AM-1:00 PM	WN 002	3	
HON 314-001	Society's Mirror: Literature in 20th-Century America	Nolan	HUM-LIT	USD	TTh 1:30-2:45 PM	COX 204	3	

HON 340-001	Religion and Freedom	Bivins	IP		TTh 1:30-2:45 PM	DAB 330	3	*
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	TTh 10:15-11:30 AM	QC 202	3	
HON 348-001	Emotion and Reason	Soyarslan	IP		TTh 11:45 AM-1:00 PM	QC 201	3	
HON 355-001	Feelings of/from Technology: Analog Bodies in Digital Spaces	O'Leary	IP	GK	TTh 1:30-2:45 PM	QC 201	3	*
HON 360-001	Music and Resistance	Turner	IP	GK	MW 1:30-2:45 PM	QC 202	3	
HON 367-001	Introduction to Interdisciplinary Biomedical Teamwork	Veale			W 6:00-6:50 PM	QC 201	1	
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	Women in the Workforce	Bullock			M 11:45 AM-12:35 PM	BS 300	1	
HON 398-004	Practicing Happiness	Bullock/ Self			W 11:45 AM-12:35 PM	TPS 150	1	
HON 398-005	Critical Disinformation	Borda/ Mentnech			W 10:40-11:30 AM	DHL 2113	1	
HON 398-006	Nature is a Haunted House: American Eco-poetry	Krieg			T 5:00-6:50 PM	QC 202	1	
HON 496-001	Spacetime Dynamics	Silverberg			MW 11:45 AM-1:00 PM	QC 202	3	**
IS 200-003H	Introduction to International Studies	Rabinovich	IP	GK	MW 3:00-4:15 PM	WN 12	3	*
LSC 101- 003H	Critical & Creative Thinking in the Life Sciences	Kosal	IP		T 9:35-11:25 AM	FOX 104	2	*
LSC 101- 004H	Critical & Creative Thinking in the Life Sciences	Kosal	IP		W 9:35-11:25 AM	PPL 2221	2	*

*Course is restricted to incoming (Fall 2022) first-year UHSP students

**HON 496-001 prerequisites: Calculus I and II (i.e., MA 141 and 241) or equivalent

HON 202-001: *Transgression & Transformation in Women's Literature*

GEP category: Humanities (Literature)

Day/Time: TTh 11:45 AM - 1:00 PM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 fifteen years, she has taught a range of literature and first-year writing courses at Elon and NC State. 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. In addition to reading, Anne loves spending time with family (especially her son, Wyatt); eating pizza; listening/dancing to Prince; and learning about popular culture (e.g., Taylor Swift, Co-Star) via her students.

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 202-002: *The Art of War*

GEP category: Humanities (Literature)

Day/Time: MW 11:45 AM - 1:00 PM

Location: Caldwell 212

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 portrayal 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 presentations (15%). Other graded components include class participation (15%) and participation in discussion forums on Moodle (10%).

HON 202-003: *Shakespeare and Leadership*

GEP category: Humanities (Literature)

Day/Time: TTh 10:15 - 11:30 AM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 202-004: *Data and the Human*

GEP category: Humanities (Literature)

Day/Time: MW 10:15 - 11:30 AM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 202-005: *Graphic Novel: Text, Image, Interpretation*

GEP category: Humanities (Literature)

Day/Time: TTh 11:45 AM - 1:00 PM

Location: Poe 636

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 202-006: *The Power of Horror: Horror Fiction and Film*

GEP category: Humanities (Literature)

Day/Time: MW 1:30 - 2:45 PM

Location: Poe 209

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 202-007: *Literature of Space, Place, and Environment*

GEP category: Humanities (Literature)

Day/Time: MW 8:30 - 9:45 AM

Location: Tompkins G126

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

Instructor: Dr. Anne Baker, Associate Professor, English

Anne Baker earned her Ph.D. in English and Comparative Literature from Columbia University. She specializes in American literature and culture, with particular interests in the nineteenth century and in literature and the environment. She is the author of *Heartless Immensity: Literature, Culture, and Geography in Antebellum America*, an interdisciplinary study of geography and literature in which she examines schoolbooks, popular visual art, and political speeches, as well as literary texts by Melville, Thoreau, and Fuller (among others). She has also published articles on Susanna Rowson, Willa Cather, panorama pamphlets, and geography school books. During her free time Anne likes to play tennis, garden, read, and spend time with her family.

Course description:

In this course we will read and discuss a variety of texts (mostly fiction, mostly American) that focus on space, place and environment. Reading authors who portray interactions with the environment as central to human experience and human identity will enable us to consider how people have imposed meaning on natural spaces and how those meanings have changed over time. As we consider how changing cultural values have shaped competing definitions of nature, we will also consider how environmental issues and crises have spurred literary creativity and innovation. Students will write two essays, take a midterm and final exam, and participate in class discussion.

HON 202-008: *Representing Animals*

GEP category: Humanities (Literature)

Day/Time: MW 1:30 - 2:45 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

Instructor: Dr. John Morillo, 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. 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.

Course description:

How and why have people represented animals in words and images? How has it changed from the classical period to the present? What do different fields suggest can be known about animals, why does that knowledge matter, and to whom? Are they granted consciousness, ethical importance, a soul, or independent agency? Are they seen as more suitable subjects of knowledge for children or for adults? Do they have a place and stake in human politics, and if so, why? Do we have a moral obligation to them? Readings will necessarily be selective rather than exhaustive, and will include examples from fiction, nonfiction, and poetry, and from English, American, and some other literature in translation. As a course grounded in literature and taught by an English professor, the importance of how these fields write about their animal subjects and construct them rhetorically as objects of knowledge and interest will be central, but visual representations (film, video, TV, advertising) will complement the readings. Authors and texts may include: Genesis I, Lucretius' *Nature of Things*, Pliny's *Natural History*, Aesop's Fables, Medieval Bestiaries, Reynard the Fox, Cowper's poems, Taylor's *A Vindication of the Rights of Brutes*, Darwin's *Temple of Nature*, Kipling's *Jungle Book*, North's *Rascal*, Disney cartoons, Dick's *Do Androids Dream of Electric Sheep?*, and Herzog's film *Grizzly Man*. Students will also be introduced to some critical work by current animal studies scholars.

HON 293-001: *Listening to Climate Change*

GEP categories: Interdisciplinary Perspectives & Global Knowledge

Day/Time: MW 11:45 AM - 1:00 PM

Location: Cox 200

Credits: 3 credit hours

Instructor: Dr. Kirsten Paige, Assistant Teaching Professor, Music

Dr. Kirsten Paige is an Assistant Teaching Professor of Musicology at NC State. Before coming to Raleigh, she spent three years as a Postdoctoral Fellow and Lecturer in Music in Stanford University's liberal arts program for first-year undergraduates ("Thinking Matters"). Paige received her Ph.D. in Music History from the University of California, Berkeley in 2018, and previously studied at the University of Cambridge (M.Phil. in Music, 2012) and University of Chicago (B.A. in Music History and Theory, 2011). From the ages of 13-18, she studied double bass at the Juilliard School of Music's Pre-College Division. Paige's work explores how forms of scientific (especially, environmental) knowledge reshaped musical practices and aural cultures in nineteenth- and twentieth-century Germany, with a special focus on global cultural and scientific exchanges. She maintains a strong interest in public musicology, particularly in how music and its institutions can offer decolonial, collaborative responses to the climate crisis and its inequalities. Paige's essays have appeared in journals including *The Cambridge Opera Journal*, *Opera Quarterly*, *The Journal of the American Musicological Society*, and *The Journal of the Royal Musical Association*. Her book, *Richard Wagner's Political Ecology*, is currently under contract with University of Chicago Press. Paige's work has been supported by grants and fellowships from the American Musicological Society, Royal Musical Association, British Library, and Berkeley's Doreen B. Townsend Center for the Humanities and Institute of International and Comparative Studies.

Course description:

Today, it seems that evidence of our changing climate is everywhere: wildfires ravage the Bay Area, Antarctica is as balmy as Los Angeles, and New Delhi has become so hot, it is becoming uninhabitable. But, climate change is not new, nor is public consciousness of it. As early as 1778, naturalists were already describing evidence of anthropogenic climate change that was so prevalent it became a subject of cultural fascination, especially for musicians and composers. For some artists, environmental reinvention by humanity was worth celebrating in music; for others, it was a catastrophe their music could presage. In the first part of this course, we will focus on examples of Western art music from ca. 1820 to today that reflect contemporary reactions to climate change. In the second part of the course, we will examine American, non-Western, and popular musics that explore local climate crisis, issues of climate justice, and possibilities for repair. A highly interactive course, we will engage these issues through interdisciplinary reading and writing, as well as more creative approaches, including singing Alpine melodies, taking soundwalks through campus, and creating our own soundscape compositions. No musical background is required for this course.

HON 294-001: *After Religion?*

GEP category: Humanities

Day/Time: MW 11:45 AM - 1:00 PM

Location: Winston 209

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 295-001: *Classical Liberal Tradition*

GEP category: Social Sciences

Day/Time: MW 3:00 - 4:15 PM

Location: Winston 005

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 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 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. For more details, please refer to the course website linked [here](#); the Fall 2022 Honors iteration will look similar.

HON 295-002: *Storytelling for Social Change*

GEP category: Social Sciences

Day/Time: TTh 10:15 - 11:30 AM

Location: Biltmore 2006

Credits: 3 credit hours

Instructor: Dr. Maru Gonzalez, Assistant Professor, Agricultural and Human Sciences

Maru Gonzalez is an Assistant Professor and Youth Development Specialist in the Department of Agricultural and Human Sciences at North Carolina State University. She received her doctorate in student development with a concentration in social justice education at the University of Massachusetts Amherst. Her areas of inquiry include youth development with a focus on activism, critical positive youth development, and the experiences of LGBTQ+ young people across familial, school, and community contexts. Currently, Dr. Gonzalez is Program Director for #PassTheMicYouth, a youth-led podcast and blog which aims to amplify youth voices, shine a spotlight on youth activism, and provide educators with resources for cultivating critical consciousness. She also serves as co-PI for the Empowering Youth and Families Program, an opioid prevention education program for youth and their caregivers in rural North Carolina. In addition to her efforts domestically, Dr. Gonzalez has collaborated with policy makers, students, and educators in Chile, Peru, Spain, and the Dominican Republic on initiatives aimed at cultivating more respectful and affirming schools in the region. She has also served as a regular guest commentator on CNN and CNN Español and frequently contributes to The Huffington Post. Apart from research and Extension, Dr. Gonzalez teaches courses related to youth development, social justice in youth and family science, program development and evaluation, and complex families.

Course description:

Storytelling for Social Change focuses on developing stories aimed at creating awareness and motivating change around social justice issues. In this interdisciplinary and experiential course, students will examine concepts related to diversity and equity, compare and contrast dominant and counter narratives, practice self-reflection and peer review, create and perform original stories, and apply strategies for effective and equitable messaging and collaboration. Students will: write a formal paper related to the story of their name and what it reveals about their social identities and family history (15%), submit almost-weekly digital journals (20%), and collaborate on a 4-part storytelling group project (45%). Participation during in-class discussions and activities will constitute 20% of the overall grade.

HON 299-001: *Sold! Dealers, Collectors, and Museums circa 1900*

GEP category: Visual & Performing Arts

Day/Time: MW 1:30 - 2:45 pm

Location: Cox 200

Credits: 3 credit hours

Instructor: Dr. Alexis Clark, Teaching Assistant Professor, History

Alexis Clark is Teaching Assistant Professor in the History of Art. Her research has been published in *Archives of American Art Journal*, the *Burlington Magazine*, and *Museum History Journal*. Her co-edited anthology, *Globalizing Impressionism: Reception, Translation, and Transnationalism*, launched Yale UP's A&Ae digital portal (2020).

Course description:

Students in *Sold! Dealers, Collectors, and Museums circa 1900* will learn how to identify the aesthetic, cultural, and historical dimensions relevant to European art dealers and U.S. collectors of European modern art from 1900-1950. Students will analyze individual works of art from this period and will learn the tenets of different artistic styles (Fauvism, Cubism, etc.). Students will also consider the different strategies of dealers and proclivities of collectors when it came to buying and selling modern art. Students will put their knowledge of these styles and taste throughout their assignments. Students will write reflections from the perspective of a dealer or collector, demonstrating their awareness of these constituencies' different desires and strategies for buying and selling art. Students will collaboratively build a virtual exhibition complementing the North Carolina Museum of Art's upcoming temporary exhibition "A Modern Vision: European Masterworks from the Phillips Collection" (fall 2022). This last scaffolded and semester-long assignment will lead students to undertake archival research, dialogue with curators, write object placards, draft exhibition catalogue essays, and build digital educational components to support the virtual exhibition. Through this exhibition, students will further learn to teach non-specialist audiences, including other students at NCSU, to analyze art in relation to structure, form, and style.

HON 300-001: *Race, Membership, and Eugenics*

GEP category: U.S. Diversity

Day/Time: TTh 11:45 AM - 1:00 PM

Location: Winston 002

Credits: 3 credit hours

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

GEP categories: Humanities (Literature) & U.S. Diversity

Day/Time: TTh 1:30 - 2:45 PM

Location: Cox 204

Credits: 3 credit hours

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 340-001: *Religion and Freedom*

GEP category: Interdisciplinary Perspectives

Day/Time: TTh 1:30 PM - 2:45 PM

Location: Dabney 330

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 NC 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 345-001: *On the Human*

GEP categories: Humanities (Philosophy) & Interdisciplinary Perspectives

Day/Time: TTh 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?

HON 348-001: *Emotion and Reason*

GEP category: Interdisciplinary Perspectives

Day/Time: TTh 11:45 AM - 1:00 PM

Location: Quad Commons 201

Credits: 3 credit hours

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 355-001: *Feelings of/from Technology: Analog Bodies in Digital Spaces*

GEP categories: Interdisciplinary Perspectives & Global Knowledge

Day/Time: TTh 1:30 - 2:45 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

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 360-001: *Music and Resistance*

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: MW 1:30 PM - 2:45 PM

Location: Quad Commons 202

Credits: 3 credit hours

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. 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 Resistance 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 367-001: *Introduction to Interdisciplinary Biomedical Teamwork*

GEP category: n/a

Day/Time: W 6:00 - 6:50 PM

Location: Quad Commons 201

Credits: 1 credit hour

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:

Introduction to Interdisciplinary Biomedical Teamwork is a special weekly seminar that will introduce students to Team Science [teamwork] and Biomedical Research. Students will be introduced to the Comparative Medicine Institute [CMI] U-STAR program, faculty mentors involved with the program and cutting-edge research associated with the program. Seminar topics will include: CMI and interdisciplinary research on campus, instructional seminars on literature searching, scientific writing, research ethics and research overviews by U-STAR training faculty.

HON 496-001: *Spacetime Dynamics: An Evolution in Space, Time, and Matter*

GEP category: n/a

Day/Time: MW 11:45 AM - 1:00 PM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Students must have taken MA 141 (Calculus I) & MA 241 (Calculus II) or equivalent

Instructor: Dr. Larry M. Silverberg, Professor, Mechanical & Aerospace Engineering

I have been a faculty member at NC State since 1984 and am referred to as a dynamicist, which just means that I study motion. Sometimes I and my students studied it for applications sake and at other times to address deeper questions. Over the years, these studies have culminated in a lot of journal articles, and several books. One of the more interesting dynamics problems arose in the 1990s, when my team studied small objects orbiting the earth. Those studies ended in several US Space Shuttle flight experiments in which small test bodies were placed into earth orbit to enable ground radar to look at them world-wide. The radar facilities calibrated their equipment so they could understand what the test bodies look like electromagnetically, in particular, to discern whether they were long and slender. The results from that work gave the US the ability to see incoming intercontinental missiles. Not all of the applied work that we did was so serious. In the 2000s, we studied the “best” bank shot in basketball, which led to a training tool that our NC State men’s team practiced with (and which an entrepreneur turned into a successful commercial product). The motivation behind our fundamental work was different. We were motivated by the sheer joy gained from learning about and discovering the commonality in the things that are supposedly different. In the 2020s, we referred to one of our large discoveries as the Theory of Spacetime Impetus (SI). SI is a sort of Newtonian field theory that extends Newtonian mechanics to the realm of light, in agreement with the Theory of General Relativity. In the broader community, SI popularized the term “fragment of an energy field” or, for short, the term “fragment.”

Course description:

From the beginning of time and at the most basic level, much of the physical world has appeared to people to be *almost* against common sense, and so people have tried to make sense of it. Of course, this is very different from learning how to solve scientific problems. People, including scientists, have been much better at finding answers – the applied – than understanding the answers – the theoretical. This course is a balancing act between the two. In this course, we take a trip through history from ancient times to the present, to sort of experience the progression of scientific thought, and to understand what the current thinking is. As we do this, we try to understand why particular scientific views prevail, and what changes that causes them to change. As we do this, we also address the associated mathematical concepts, which is why Calculus I and Calculus II are prerequisites for this course. So, as you can tell, this course balances historical, societal, physical, mathematical, and philosophical considerations. Ultimately, the goal is to strengthen your understanding of the fundamental concepts in physics and our shared perception of

physical reality. We gain a framework for understanding, beyond its great utility, that physics is fundamentally about our shared and evolving perceptions of space, time, and matter. The approach in the course is one in which I provide you with some information and you explore and expand on that information. I provide you with a set of notes and accompanying lectures, and you complete small assignments and a unique semester-long project (a different project for each of you) that concludes with a festive day of project presentations.

Topics:

- The quest for universal truth (pre-classical science)
- Space and time (the evolution of the concepts of space and time)
- Expression in science (for the story-telling and visual expression you will create in your projects)
- Matter – the particle (the development of the first primitive in science)
- Matter – the wave (the development of the second primitive in science)
- The field (the uniting of the two primitives)
- Prediction (How we approach prediction – the scientific method)
- Large-scale properties (from smaller-scale to larger-scale building blocks)
- Computational fragments (how we model physical behavior on the computer)
- Viewing the results (solutions to a wide assortment of problems)

HON 398-001: *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

Instructor: Sean M. Cassidy, Director, University Honors and 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:

- Changing Demographics
- Outer Space
- Climate Change
- Russia
- Myanmar and ASEAN
- The Quad Alliance
- Drug Policy in Latin America
- Industrial Policy
- Biden's Agenda

HON 398-002: *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

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: *Women in the Workforce*

GEP category: n/a

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

Location: Brooks 300

Credits: 1 credit hour

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, Cyclor, 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.

HON 398-004: *Practicing Happiness*

GEP category: n/a

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

Location: Frank Thompson Hall 150

Credits: 1 credit hour

Instructors:

Marcy Bullock, Director-Professional Development, Career Development Center: I am an inventive leader and collaborator who provides transformative experiences to students. Forward-Thinking and Persistent. I devote my life to helping others figure out what to devote theirs to. I am an experienced leader/educator who empowers students to reach their potential with a commitment to diversity, equity, inclusion and belonging. I offer creative solutions resulting in career fulfillment. I lead teams and teach classes on career exploration, career readiness and professional development at NC State. I have published articles on career issues and have presented at national conferences. I received the Governor's Award for Excellence and the Outstanding Faculty Award from the alumni society. I encourage my audiences to reach their full professional potential by enthusiastically sharing what I have learned.

Mia Self, Assistant Director-Acting and Directing, University Theatre: I began my work in theatre by forcing the neighborhood children to act in the variety shows I dreamed up on the regular. In the second grade, I was cast as Juliette in what I am sure was one of the strangest versions of R&J ever conceived. My Romeo accused me of "bad acting" because, while he channeled Meryl Streep through his immobile seven year old body, I would stab myself with a rubber knife, collapse, then watch the rest of the play from the floor to see how it would all turn out. I've tried to make up for that ancient fault by directing more than fifty productions and teaching acting for the past seventeen years. Rule one: When you are dead, keep your eyes closed. I am the Assistant Director of Acting, Directing, and Academics with the University Theatre Program. I have an MFA from the University of Mississippi and a BA from Catawba College with an emphasis in performance and directing. I work primarily as a director, voice and text coach in addition to periodic jaunts into acting, writing and devising. I am also interested in the many ways theatre practitioners can creatively apply theatre skills to contemporary problems, explore and reframe the past, affirm identity and create meaning, and holistically educate people.

Course description:

This course will bring in various voices to explore strategies that define happiness. Students will complete the book *Authentic Happiness* by Martin Seligman and learn how to best leverage the research cited. The pandemic has magnified the importance of using happiness research to improve the quality of our lives. Students will learn a new vocabulary necessary to seek out happy experiences that align with their vision and goals. *The Four Tendencies* by Gretchen Rubin assessment will be completed to challenge students to reflect on professional and personal expectations and mental health challenges. After determining if they are an Upholder, Questioner, Obliger, or Rebel, they will use this information to shape aspects of their behavior. This framework allows students to make better decisions, meet deadlines, suffer less stress, and engage more effectively. Students in this course will develop new tools to increase their coping skills when life is challenging.

HON 398-005: *Critical Disinformation*

GEP category: n/a

Day/Time: W 10:40 - 11:30 AM

Location: D.H. Hill Library 2113

Credits: 1 credit hour

Instructors: Tisha Mentnech and Kristy Borda, NC State Libraries

Tisha Mentnech joined NC State University Libraries in May 2019 as the Research Librarian for Life Sciences and Research Metrics. She has spent significant time in research and exploration of reproducibility, research and data ethics, and accessibility and considers transparency and data ethics to be critical areas of discourse in the profession. Tisha received a MSLIS from Simmons University in Boston, MA.

Kristy Borda is the Research Librarian for Sciences, Engineering, & Biotechnology at NC State University Libraries. She works with students, faculty, and researchers to teach information literacy skills for academia & beyond. Kristy received an MLIS from Kent State University, and a BS in Biology & Psychology from the College of William & Mary.

Course description:

Constant access to information has created an infodemic. The ability to fact-check information is increasingly important in light of recent global health crises, elections, and the growth of conspiracy theories. This course will focus on how science is affected by disinformation. We will cover strategies for identifying misleading information and engage in critical discussions about the stories we consume and share. Topics will include social media, news literacy, health information, research fraud, and the impacts of AI and bots on media. In-person classes will be discussion-heavy with a mix of individual and partner work outside of class.

HON 398-006: *Nature is a Haunted House: American Ecopoetry*

GEP category: n/a

Day/Time: T 5:00 - 6:50 PM

Location: Quad Commons 202

Credits: 1 credit hour

Instructors: Chelsea Krieg, English Lecturer & Creative Writing Academic Advisor, HSV Scholar-in-Residence

Chelsea Krieg is an English Lecturer, Creative Writing Academic Advisor, and Scholar-in-Residence for the Honors and Scholars Village. She received an undergraduate degree in English from the University of Mary Washington in Virginia and an MFA in poetry from NC State. Her teaching interests are in composition and creative writing, and she loves working with students at all levels of writing craft. Before beginning her career as an educator, she worked as a technical writer and journalist in the medical industry, a field in which she regularly freelances. Her poetry often examines personal connections to motherhood and caregiving, and engages interests in the environment and natural world. She is also a leader in the public science cluster at NC State and works closely with the Citizen Science campus initiative.

Course description:

In a letter to Thomas Wentworth Higginson, Emily Dickinson wrote, “Nature is a Haunted House — but Art — a House that tries to be haunted.” It is true that poets have grappled with and been haunted by nature across the centuries. From pastoral odes to anthropomorphic persona poems, poets celebrate and attempt to understand the often-mysterious natural world. In the 1960s, however, as the United States began to grapple with its own destructive behaviors and responsibilities toward the environment, the term “ecopoetry” emerged. Ecopoetry pushes the boundaries of traditional nature poetry. It directly engages with and responds to environmental crises, and it challenges our assumed dominion over the natural world. This poetry reveals the way poets continue to be “haunted” by what is happening to the natural world. This course will examine ecopoetry from the twentieth and twenty-first centuries as well as its roots in traditional nature poetry. We will examine the roles that poetry and the poet play in the country’s response to ongoing environmental disasters. Students will have opportunities to conduct close-readings, engage in literary discussions, and develop their own ecopoems.

IS 200-003H: *Introduction to International Studies*

GEP categories: Interdisciplinary Perspectives & Global Knowledge

Day/Time: MW 3:00 - 4:15 PM

Location: Winston 12

Credits: 3 credit hours

Restrictions: Incoming (Fall 2022) first-year UHSP students

Instructor: Dr. Tatiana Rabinovich, Postdoctoral Teaching Scholar, Interdisciplinary Studies

Tatiana Rabinovich is a postdoctoral scholar in the Interdisciplinary Studies Program at North Carolina State University. She received her PhD from the School of Middle Eastern and North African Studies at the University of Arizona and her MA in Middle Eastern Studies with the focus on Political Science from the University of Utah where she was on a Fulbright scholarship. As an undergraduate student, Tatiana studied International Relations in Saint Petersburg State University in Russia. Her primary scholarly agenda focuses on precarity, moral economies, gender, and religiosity in a global context. Specifically, she examines how Muslim minorities in Russia cultivate solidarity and ethical living by practicing care amid converging crises. Her work can be found in academic journals such as *Meridians: Feminism, Race, Transnationalism*; *Feminist Media Studies*; *European Journal of Cultural Studies*, among others. She is currently working on a book project tentatively titled “Embracing Precarity: Women, Islam, and Solidarity in Urban Russia.” She has taught a variety of courses, focusing on gender, the Muslim World, and globalization. At NC State, she has taught *Introduction to International Studies* and *Women and Globalization*. Tatiana enjoys reading literature, theater, sports, and traveling. She speaks and has studied multiple languages, including Russian, English, Arabic, German, and Turkish.

Course description:

This interdisciplinary course will introduce you to a variety of critical approaches to the study of globalization. We will begin by tracking historical connections between its different facets which include but are not limited to trade, migration, and urban transformations, among others. Throughout the course, we will consider the ways in which globalization has influenced the movement of commodities, people, capital, ideas, and non-human actors such as viral infections. We will consider how it has shaped political and socioeconomic systems, and impacted the environment, among other aspects of our lives. The diverse materials offered in this interactive course take a critical look at the complex entanglements produced by globalization, which will allow us to begin imagining alternative - more inclusive, just, and progressive - futures for all.

LSC 101-H: *Critical and Creative Thinking in the Life Sciences*

GEP category: Interdisciplinary Perspectives

Section 003H Day/Time & Location: T 9:35 - 11:25 AM - Marye Anne Fox Science 104

Section 004H Day/Time & Location: W 9:35 - 11:25 AM - Pulp & Paper Labs 2221

Credits: 2 credit hours

Restrictions: Students in the LSFY Program

Instructor: Dr. Erica Kosal, Director of the Life Sciences First Year Program and Associate Teaching Professor, Biological Sciences

Dr. Kosal is a biologist by training and teacher by trade. She loves helping students in various ways, whether it be in engaging in research, learning topics in the classroom, or through mentoring one-on-one. Dr. Kosal is interested in conservation biology and animal behavior, with a focus on insect species. She has also become interested in studying how mindfulness practices can aid a student's learning as well as how creativity is used and developed in aspiring scientists. Erica received her Bachelor of Science in Zoology from Michigan State University and then her Masters of Science in Ecology and Doctorate in Zoology/Biology, both from NC State University. At NC State, Dr. Kosal serves as the Director of the LSFY Program and is also an Associate Teaching Professor in Biological Sciences. She also serves as a mentor for the Parks Scholarship Program and works with many partners across campus with mutual interests in helping students succeed.

Course description:

This course is designed for Honors students in their first semester of college who have interests in the life sciences. Through case studies and discussion-based classes, this course guides students through a metacognitive approach to (1) critical and creative thinking, (2) the nature and practice of science, (3) the rhetoric of science, and (4) the process of learning. This course will challenge students to apply the standards of critical and creative thinking in critiquing their own work and the work of others; guide students to an understanding and appreciation of the rhetoric of science; help students gain an understanding of fundamental principles of the nature and conduct of science within the life science disciplines; and encourage students to become active, engaged learners through an understanding of effective approaches to learning with an emphasis on the neurobiology of learning. Students work in groups of four throughout the semester to problem solve, work on case studies, and to create a project surrounding creativity. Additionally, students will create an individual artifact building off of a topic of interest covered in class.