

UNIVERSITY HONORS PROGRAM

Fall 2015 HON seminars

Course #	Section	Title	Instructor	Time/days	GEP	Location	Credits	Notes
HON 202	001	Monstrosity, Madness and Marginality	May	T/Th 11:45-1:00PM	Humanities (Literature)	T0G113	3	FRESHMEN ONLY
HON 202	002	The Powers of Horror: Horror Fiction and Film	Phillips	T/Th 3:00-4:15PM	Humanities (Literature)	WN00012	3	FRESHMEN ONLY
HON 202	003	Metamorphosis and Metaphor	Grimwood	T/Th 11:45-1:00PM	Humanities (Literature)	T0G126	3	FRESHMEN ONLY
HON 202	004	Poetry of Work	Laux	M/W 1:30-2:45PM	Humanities (Literature)	T0G117	3	FRESHMEN ONLY
HON 202	005	Metamorphosis and Metaphor	Grimwood	T/Th 1:30-2:45PM	Humanities (Literature)	T0G126	3	FRESHMEN ONLY
HON 202	006	Studies in Latina Culture	Corral	T/Th 10:15-11:30AM	Humanities (Literature)	T0G115	3	FRESHMEN ONLY
HON 290	001	Alexander the Great	Pryzwansky	T/Th 11:45-1PM	Humanities (History); Global Knowledge	HVC conference room	3	
HON 290	002	Frauds and Mysteries of the Past	McGill	M/W 1:30-2:45PM	Humanities (History); Interdisciplinary Perspectives; Global Knowledge	Withers 115	3	*Cross-listed with HI 298
HON 295	001	A History of Economic and Financial Crises	Craig	T/Th 10:15-11:30PM	Social Sciences	UHP conference room (Clark 205)	3	
HON 295	002	Deconstructing the Disciplines	Stoller	M/W 3:00-4:15PM	Social Sciences	HVC conference room	3	FRESHMEN ONLY
HON 296	001	Interpretive Machines	Fyfe	T/Th 1:30-2:45PM	Interdisciplinary Perspectives	WN00002	3	FRESHMEN ONLY
HON 296	003	Religion and Freedom	Bivins	T/TH 11:45-1:00PM	Interdisciplinary Perspectives	Withers 344	3	FRESHMEN ONLY

HON 296	004	Outbreak	Carson	W 1:30-4:15PM	Interdisciplinary Perspectives	HVC multipurpose room	3	
HON 296	005	Patterns vs. Pandemonium	Daniels	T/Th 1:30 - 2:45PM	Interdisciplinary Perspectives	UHP conference room (Clark 205)	3	
HON 296	006	Freedom and the Self	Hinton	T/Th 1:30-2:45PM	Interdisciplinary Perspectives; Humanities (Philosophy)	Withers 344	3	
HON 310	001	The Creative Process In Science	Blanton	M 1:30-4:15PM	Interdisciplinary Perspectives; US Diversity	HVC multipurpose room	3	FRESHMEN ONLY
HON 345	001	On Being Human	Comstock	T/Th 10:15-11:30PM	Interdisciplinary Perspectives; Humanities (Philosophy)	HVC conference room	3	
HON 391	001	Music and the Social Life	Kramer	T/TH 1:30-2:45PM	Visual and Performing Arts	PMC 00101	3	
HON 398	001	History of NC State	Peters	W 10:15-12:05PM	Not a GEP course	HVC conference room	2	

Note concerning GEP Category: In many cases the course will slot into the designated GEP category in your degree audit. However, this often does not occur for a variety of reasons. Your curriculum may use an alternate GEP list for certain or all categories. The HON 29X courses that have more than one category or that include GK or USD will not automatically slot into the GK or USD category, nor will they slot into a second or third GEP category if more than one is listed. We can almost always manage to get those courses where they belong, so as long as you are trying to a course to satisfy one of the categories we have indicated (as opposed to a category you think they should fit in), we will succeed in doing so. This sometimes cannot happen until after the semester has started, but it does happen.

HON 202-001

Course title: Monstrosity, Madness and Marginality

GEP category: Humanities (Literature)

Time/days: T/Th 11:45-1:00PM

Location: TOG113

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Dr. Leila May, Associate Professor; Director, English Honors Program, English

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

Course description:

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

HON 202-002

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

GEP category: Humanities (Literature)

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

Location: WN00012

Credits: 3 credits

Restrictions: Freshmen only

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. I also perform music, alone and in collaboration, on an international scale. However, literary scholarship (most recently on brevity and the contemporary French novel) and pedagogy remain central to my artistic work in so far as they afford an invaluable theoretical foundation, not to mention an immensely pleasurable career.

Course description:

As applied to creative disciplines, the term horror has many connotations that reflect diverse aesthetic styles and ideologies over what is arguably a long span of time. Like other genres, horror is also deeply imprinted by the entertainment industry, particularly in the 20th and 21st centuries. This section of HON 202 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 202-003

Course title: Metamorphosis and Metaphor

GEP category: Humanities (Literature)

Time/days: T/Th 11:45-1:00PM

Location: T0G126

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Dr. James Grimwood, Professor, English

Michael Grimwood received degrees from Duke and Princeton Universities. He has taught in the English Department at NCSU since 1975. He has published a book and articles on William Faulkner and American literature. From 1990 to 2009, he co-chaired the World Literature Program, a joint effort of the Department of English and the Department of Foreign Languages and Literatures. He has won awards from the University and the College of Humanities and Social Sciences for teaching, advising, and research.

Course description:

As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a gigantic insect. With traditions of metamorphosis from Homer and Ovid to the Incredible Hulk and Spider Man, this seminar offers examples from non-Western as well as (primarily) Western cultures. In addition attention will be paid to metamorphic operations generally, including especially metaphor and other figures of speech, translation, and cross-media adaptation. Readings are from Ovid's *Metamorphoses*, Dante's *The Divine Comedy*, Shakespeare's *A Midsummer Night's Dream*, Chesnutt's *The Conjure Woman*, Kafka's *The Metamorphosis*, and other appropriate works. There will be opportunities to explore metamorphosis in film and other arts.

HON 202-004

Course title: Poetry of Work

GEP category: Humanities (Literature)

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

Location: TOG117

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Dorianne Laux, Professor, English

Dorianne Laux is author of several poetry collections, most recently *The Book of Men*. The recipient of national grants and awards, including fellowships from the Guggenheim Foundation and the National Endowment for the Arts, Laux lives in Raleigh where she directs the MFA program at North Carolina State University and is founding faculty for Pacific University's Low Residency MFA Program.

Course description:

This reading and writing intensive course will focus on the intersection of physical labor and poetics, in particular the poetry of the 20th and 21st century working class in the United States. Alongside numerous poems about the subject of work, you will also be reading one book of prose nonfiction, Pulitzer Prize winning author Studs Terkel's groundbreaking *Working: People Talk About What They Do All Day and How They Feel About What They Do*. These interviews with workers will be used as a resource that engages in the language of work, as well as the cultural and historical importance of working class life. The text and the poetry will be read together and discussed in the context of its social, political, and ethical implications. Student pairs will conduct an interview with a worker in their community, transcribe the conversation, and present and discuss what they learned. By the end of the semester, students will be able to identify thematic concerns and specific craft techniques in the poetry of the working class. In addition, students will be able to utilize those techniques in their own creative work.

HON 202-005

Course title: Metamorphosis and Metaphor

GEP category: Humanities (Literature)

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

Location: TOG126

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Dr. James Grimwood, Professor, English

Michael Grimwood received degrees from Duke and Princeton Universities. He has taught in the English Department at NCSU since 1975. He has published a book and articles on William Faulkner and American literature. From 1990 to 2009, he co-chaired the World Literature Program, a joint effort of the Department of English and the Department of Foreign Languages and Literatures. He has won awards from the University and the College of Humanities and Social Sciences for teaching, advising, and research.

Course description:

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HON 202-006

Course title: Studies in Latina Culture

GEP category: Humanities (Literature)

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

Location: TOG115

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Eduardo Corral, Visiting Professor, English

Eduardo C. Corral earned degrees from Arizona State University and the University of Iowa Writers' Workshop. His debut collection of poetry, *Slow Lightning* (2012), won the Yale Younger Poets Prize, making him the first Latino recipient of the award. Praised for his seamless blending of English and Spanish, tender treatment of history, and careful exploration of sexuality, Corral has received numerous honors and awards, including the Discovery/The Nation Award, the J. Howard and Barbara M.J. Wood Prize, a Whiting Writers' Award, and a fellowship from the National Endowment for the Arts. A CantoMundo Fellow, he has held the Olive B. O'Connor Fellowship in Creative Writing at Colgate University and was the Philip Roth Resident in Creative Writing at Bucknell University. He lives in New York City.

Course description:

To be announced

HON 290-001

Course title: Alexander the Great

GEP category: Humanities (History); Global Knowledge

Time/days: T/Th 11:45-1PM

Location: HVC conference

Credits: 3 credits

Restrictions:

Instructor: Dr. Molly Pryzwansky, Lecturer, History

Molly Pryzwansky received her B.A. in Classical Civilizations from Wellesley College (Phi Beta Kappa, magna cum laude, with honors in Classical Studies). Her Ph.D. in Classical Studies comes from Duke University, where she was the recipient of the Bass Advanced Instructorship in 2006-7. In 2007-8, Dr. Pryzwansky held the Kathryn Conway Preyer Fellowship for Advanced Study in History from Wellesley College for her work on Suetonius, a 2nd-cent. A.D. Roman biographer. Dr. Pryzwansky has also studied at the American School of Classical Studies at Athens, the American Academy in Rome, and the Intercollegiate Center for Classical Studies in Rome. Since 2011 she has been a Research Associate (rédacteur) for L'Année Philologique, American Office. Her article on the reception of Cornelius Nepos was recently published in the *Classical Journal* ("Cornelius Nepos: Key Issues and Critical Approaches," *CJ* 105.2 [2009-10]: 97-108) and she has recently spoken at the annual meetings of the American Philological Association, the Classical Association of the Middle West and South, and the Archaeological Institute of America.

Course description:

In his short lifetime of 33 years, Alexander III of Macedon (356-323 BCE) achieved such military success that he has become known as one of the "Great" men of history. Alexander acquired one of the largest empires of the ancient world, which spread from Macedonia to Asia Minor, Bactria (modern Afghanistan, Uzbekistan and Tajikistan), Egypt, and the formerly Persian territories of modern Iraq and Iran; he even campaigned into India, which at the time was on the eastern edges of the known world to the ancient Greek mind. This seminar traces Alexander's conquests and examines the contributing factors that led to his success. We shall also explore the social, political and military obstacles that Alexander faced and ask how effectively he responded to them. Should the fact that Alexander's kingdom did not survive his death color the ways we think about his "success"? Although Alexander's territory did not remain intact, his conquests nevertheless had a cultural impact on the Mediterranean and Near Eastern worlds by spreading Greek language, religion, art and literature. At the end of the semester, we shall consider the legacy of Alexander's image and how it has been called upon over time by various leaders to support their own claims to greatness. The class will be based on primary source ancient histories and documents read in translation. Beyond texts, we shall also consider other historical evidence in the forms of art, archaeology, and numismatics. In the first half of the semester, there will be three short response papers (3 pp. each) that will teach the mechanics of critical reading and writing in history. In the second half of the semester, each student will produce a research paper on a topic of his/her choice (10 pp.). The final paper will be written in stages so as to emphasize the process of research and revision. There will be no formal tests, but there will be two short quizzes (20 min.) to test factual knowledge. Active, informed seminar participation will be emphasized and will make up 20% of the final grade.

HON 290-002

Course title: Frauds and Mysteries of the Past

GEP category: Humanities (History); Interdisciplinary Perspectives; Global Knowledge

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

Location: Withers 115

Credits: 3 credits

Restrictions: Cross-listed with HI 298

Instructor: Dr. Alicia McGill, Assistant Professor, History

Alicia McGill is an Assistant Professor in the Department of History. She received a BA in Classical and Near Eastern Archaeology from Bryn Mawr College and a PhD in Anthropology from Indiana University. Dr. McGill has always been fascinated by human diversity in the past and present and the ways that people connect with history and has conducted archaeological and cultural anthropology research in Cyprus, Honduras, Belize, Indiana, Pennsylvania, and Colorado. Dr. McGill has academic interests in heritage, public history, and anthropological studies of education. She has conducted extensive research in Belize, focusing on the ways constructions of the past are promoted through public venues like tourism, education, and archaeology, and how these constructions shape the cultural production of young citizens. Dr. McGill is particularly interested in the ways messages about the past are interpreted and negotiated by teachers and youth as they navigate racial and ethnic politics in the present. Her most recent publications focus on national cultural diversity rhetoric in the Belizean state and intersections between colonial dynamics, community connections with the natural landscape, and local heritage work.

At NC State Dr. McGill teaches courses on the Ancient Americas, Frauds and Mysteries in History, Cultural Resource Management, and International Cultural Heritage. In the next few years, she hopes to take NC State students to Belize to learn about archaeological research, tourism, and environmental conservation.

Course description:

This course will introduce students to myths, mysteries, frauds, and misconceptions that surround history, archaeology, and general understanding of the past. Some examples we will discuss include claims about alien visitations, the discovery of the Americas, ancient giants, and Atlantis. We will examine reasons why people are fascinated by the past, common logical fallacies invoked in historical myths, and how history has been appropriated and manipulated throughout time. We will also learn about the methods and evidence historians and archaeologists use to interpret past peoples and events – specifically critical thinking and analytical skills used to debunk and disprove inaccurate and problematic claims. Additionally, analysis of popular representations of the past will help students to be more critical consumers of information in general. Another integral component of this course is for students to reflect upon their own beliefs about history and ancient cultures. Assignments and activities will include discussion and debates about popular representations of the past and diverse ways people learn about history, website and article analyses, and collecting data to disprove hoaxes.

HON 295-001

Course title: A History of Economic and Financial Crises

GEP category: Social Sciences

Time/days: T/Th 10:15-11:30PM

Location: UHP conference

Credits: 3 credits

Restrictions:

Instructor: Dr. Lee Craig, Alumni Distinguished Professor and Head, Economics

Dr. Lee A. Craig is Alumni Distinguished Professor of Economics and the Head of the Department of Economics at N.C. State University. He received B.S. and M.A. degrees from Ball State University and an M.A. and Ph.D. in economic history from Indiana University. Professor Craig teaches undergraduate and graduate courses on microeconomics, financial markets and institutions, and economic history. His current research interests include state and local public finance; the history and financing of pensions and social security; international business cycles; the impact of nutrition on long-run economic growth and the standard of living; and the history of the newspaper industry. He has published more than 90 scholarly articles, chapters, and reviews on these and related topics.

Professor Craig has been a research fellow and research economist at the National Bureau of Economic Research in Cambridge, Massachusetts (1991-2004). He is a former trustee of the Economic History Association, and the long-time executive director of the Cliometric Society. He is also a former fellow of the Center for Demographic Studies at Duke University (1991-94), and a former Marshall Fund Fellow at the Seminar für Wirtschaftsgeschichte, Universität München, Germany (1996). Professor Craig has been a visiting professor of economics at Duke University (2000-04 and 2006-2012), and he has lectured and given seminars at universities and colleges around the world.

Course description:

Economies go up; economies go down. To take one example from history, between 1930 and 1935, 10,000 banks failed. Between 1929 and 1932, the stock market lost 89 percent of its value; today, that would be about \$18 trillion of lost wealth. During the same period the overall economy, as measured by GDP, shrank by 30 percent. Between 1931 and 1939, the unemployment rate never fell below 14 percent, and, incredibly, for four consecutive years (1932-1935) it never fell below 20 percent; today, that would mean 30 million people out of work. Why is the economy occasionally gripped by a financial panic and an economic crisis? The course focuses on the historical development of financial markets and institutions, within the broader context of economic systems. The emphasis is on those characteristics that tend to create business cycles and the correlation of those cycles with financial panics and crises. It includes an introduction to major financial assets (including stocks, bonds, and derivative instruments), the markets in which these assets are traded, and important financial intermediaries, including commercial banks and their antecedents. In addition, the course reviews the conduct of monetary policy, monetary standards (e.g. gold vs. fiat monies), central banking in general and the Federal Reserve System in particular, with focus placed on the evolution of these institutions and their roles in the history of economic and financial crises

HON 295-002

Course title: Deconstructing the Disciplines

GEP category: Social Sciences

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

Location: HVC conference

Credits: 3 credits

Restrictions: Freshmen only

Instructor: Dr. Aaron Stoller, Lecturer/Associate Director, University Honors Program

Dr. Aaron Stoller is the Associate Director for the University Honors Program at NC State. He obtained a B.A. in English Literature from Wake Forest University, an M.F.A. in Creative Writing (Poetry) from the University of Arizona, an M.Div. from Wake Forest University, and a Ph.D. in Interdisciplinary Studies from the Alliance for Social, Political, Ethical and Cultural Thought (ASPECT) at Virginia Tech. His work focuses on the philosophical foundations of education and, in particular, post-secondary pedagogies and theories of creative inquiry. He is the author of *Knowing and Learning as Creative Action: A Reexamination of the Epistemological Foundations of Education* (New York: Palgrave MacMillan, 2014).

Course description:

Is science objective? Is technology improving our lives? Is social science really science at all? What is the purpose of research in the humanities? Do researchers have ethical obligations? In this course, students will engage critically, reflectively, and theoretically on the nature, contexts, and implications of disciplinary knowing. In doing so, they will simultaneously deconstruct and reconstruct their assumptions about research across all major disciplinary domains. The course will be designed around five major thematic areas (the purposes of the university; the natural sciences; the social sciences; the humanities; the politics of knowledge), under which a major, open-ended question will govern the readings and discussion each week.

HON 296-001

Course title: Interpretive Machines
GEP category: Interdisciplinary Perspectives
Time/days: T/Th 1:30-2:45PM
Location: WN00002
Credits: 3 credits
Restrictions: Freshmen only

Instructor: Dr. Paul Fyfe, Assistant Professor, English

Paul Fyfe teaches nineteenth-century British literature and courses in the “digital humanities”—or what happens to books, reading, interpretation, and communication when humanities materials and methods shift into digital contexts. He learned about both as a graduate student at the University of Virginia, specializing in Victorian literature and working on digital archive projects. He has previously taught at Florida State University in the English department and the interdisciplinary History of Text Technologies program, offering classes in media history and theories of the “text” from print to digital. At NC State, he researches Victorian literature and how its study—and humanities inquiry more generally—can be augmented with digital tools. Find out more at go.ncsu.edu/pfyfe or on Twitter at @pfyfe.

Course description:

This course invites first-year students into a historically ranging, critically intensive, and creatively hands-on learning environment about the technologies by which humans transmit our cultural inheritance and new ideas. “Interpretive Machines” takes a long view of how we got to now, from the history of manuscripts and books to the opportunities for innovation in the digital present. It argues 1) that, then and now, our technologies for sharing text, image, and data crucially shape the ideas which they convey, and 2) these contexts can significantly help students plan and execute new mechanisms for communication, from software to hardware prototypes. The course moves through a series of chronological modules from manuscript production, codex books, illustration techniques, hypertexts, multimodal digital composition, and physical computing. Each module offers a critical framework of background readings and discussions, a hands-on laboratory for the materials or skills involved, and a mini-project in which students experiment with their own creations. The course culminates in a collaborative group project in which students design and build their own prototype of an interpretive machine whether in physical, digital, or hybrid form. Ultimately, “Interpretive Machines” seeks to marry the critical insights of the humanities with the design-and-build impulses of engineering, blending NCSU’s “Think and Do” motto into a discovery experience for undergraduates.

HON 296-003

Course title: Religion and Freedom

GEP category: Interdisciplinary Perspectives

Time/days: T/TH 11:45-1:00PM

Location: Withers 344

Credits: 3 credits

Restrictions: Freshmen only

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

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

Course description:

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

HON 296-004

Course title: Outbreak

GEP category: Interdisciplinary Perspectives

Time/days: W 1:30PM-4:15PM

Location: HVC multipurpose

Credits: 3 credits

Restrictions:

Instructor: Dr. Susan Carson, Associate Professor of Plant and Microbial Biology/Director of TH!NK (Quality Enhancement Plan), Plant Biology

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

Course description:

The course "Outbreak" will provide students the opportunity to investigate infectious disease outbreaks from multiple perspectives, including 1) the biology of the etiologic agent, 2) the clinical implications of the disease, 3) social, economic and political reasons for the disease spread, and 4) potential therapeutics or practices to limit the disease. Possible disease outbreaks to investigate include historical outbreaks (e.g. smallpox, Spanish flu, polio, plague) and current ones (e.g. Ebola, swine and avian flu, resurgence of measles or whooping cough in Western nations, malaria, dengue, cholera).

Students will create the content of the course through research teams assigned to investigate each perspective of the disease, and then coming together to study how the different issues affect one another. This is not a lecture course; students will be guided in their own discovery.

Student research and presentation will play a significant role in the class. Grades will be based on multiple student presentations, written reflection responses, class participation, and a final creative project.

HON 296-005

Course title: Patterns vs. Pandemonium
GEP category: Interdisciplinary Perspectives
Time/days: T/Th 1:30 - 2:45PM
Location: UHP conference
Credits: 3 credits
Restrictions:

Instructor: Dr. Karen Daniels, Assistant Professor, Physics

Professor Daniels received her BA from Dartmouth College and her PhD 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 was a 2007 recipient of an NSF Faculty Early Career Development Program (CAREER) Award for her materials research, and a 2011 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 was recently named a University Faculty Scholar and received the 2013 Leroy and Elva Martin Award for Teaching Excellence.

Course description:

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

HON 296-006

Course title: Freedom and the Self

GEP category: Interdisciplinary Perspectives; Humanities (Philosophy)

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

Location: Withers 344

Credits: 3 credits

Restrictions:

Instructor: Dr. Timothy Hinton, Professor, Philosophy & Religious Studies

Timothy Hinton is a Professor in the Department of Philosophy and Religion at NC State University. After high school, he studied law and politics at Wits University in Johannesburg, South Africa. From there, he went to Oxford where he received a graduate degree in philosophy. He came to the US in 1991 and graduated with a PhD in philosophy from MIT five years later. He has taught at NC State since 1996 and was a visiting professor at Cornell University between 2003 and 2005. Dr Hinton has been a member of the NC State Academy of Outstanding Teachers since 2008 and has published a dozen papers in philosophy journals. He is currently editing a book on the political philosophy of John Rawls due to be published by Cambridge University Press in 2015.

Course description:

This seminar explores questions about the nature of human freedom (what would it mean to have free will? do we in fact have freedom of the will, or is everything we do determined by prior causes?) and its relation to being a self (that is, being someone who is aware of herself though time, who does things she recognizes as her own actions, for which she takes responsibility). The seminar is divided into three main parts, each of which circles around the complex concepts of freedom and the self. The first part examines the views concerning freedom and selfhood held by several philosophers: Augustine, Descartes, Spinoza, and Hume. In the second part of the, we turn to the doctrine of existentialism, at the heart of which is a radical commitment to human freedom. We will examine both the case for existentialism as well as several important philosophical criticisms of it. The seminar ends with a reading of three twentieth century novels whose characters concern themselves with the sorts of questions we will have been thinking about: Graham Greene's *The End of the Affair*, Albert Camus's *The Stranger* and Walker Percy's *The Moviegoer*.

HON 310-001

Course title: The creative process in science--realities, comparisons, and cultural perceptions

GEP category: Interdisciplinary Perspectives, US Diversity

Time/days: M 1:30-4:15PM

Location: HVC Multipurpose Room 201

Credits: 3 credits

Restrictions:

Instructor: Dr. Richard L. Blanton, Professor, Plant Biology and Director of Graduate Programs

Dr. Larry Blanton is the former Director of the University Honors Program, Professor of Plant Biology, and Director of Graduate Programs for the Department of Plant Biology. Dr. Blanton graduated Phi Beta Kappa with a B.S. in Botany with Highest Honors from the University of North Carolina (Chapel Hill), where he also earned his Ph.D. in Botany. He was a National Science Foundation Graduate Research Fellow, NSF Postdoctoral Fellow (University of Georgia-Athens), and NATO Postdoctoral Fellow (Culture Centre of Algae and Protozoa in Cambridge, England). At various times in his career, he was a visiting research scientist in the Department of Biochemistry, University of Cambridge; the Imperial Cancer Research Fund, London, England; the Wellcome Trust BioCenter of the University of Dundee, Scotland; and the Wood Research Institute, Kyoto University, Japan. Dr. Blanton's research interests center on the cellular slime mold *Dictyostelium discoideum*, specifically the biosynthesis of cellulose and the role of the extracellular matrix during development.

At NC State, he has taught PB 414 (Cell Biology) several times and developed and teaches each semester HON 310 (The Creative Process in Science). Prior to joining NC State in 2003, Dr. Blanton spent 18 years on the faculty of the Department of Biological Sciences at Texas Tech University in Lubbock, Texas, where he directed a large grant-funded biological sciences education program. At Texas Tech, Dr. Blanton received the New Faculty Award, the Presidential Excellence in Teaching Award, and was twice the recipient of the student-initiated Mortar Board/Omicron Delta Kappa Outstanding Faculty Award. Prior to his departure from Texas Tech, alumni, students, faculty colleagues, and others established the Richard L. Blanton Endowed Scholarship in support of undergraduate research. He was co-editor with Roman Taraban (TTU-Psychology) of "Creating Effective Undergraduate Research Programs in Science: The Transformation from Student to Scientist" (New York: Teachers College Press, 2008).

Course description:

Say "creativity" and most people think art, music, dance, or literature. What is creativity in the context of the sciences? How does it differ and how is it similar to creativity in other fields? In this course, we will develop an understanding of scientific creativity through readings in and discussions of creativity research, the history of science, original scientific papers, and biography and memoirs. We will consider representations of scientific creativity in films and literature. We will explore the societal context of creativity. We will examine how creativity can be fostered (or crushed) by institutions. A significant theme throughout the course is respecting the role of diversity in creativity: the importance of diverse approaches, intellects, and backgrounds to creativity in individuals and teams, reinforced by detailed studies of women in science, both in a historical context and in recent research literature. There are multiple opportunities for students to customize the course towards their own areas of interest. Science, engineering, and mathematics students have found this course to help them see their discipline in a new light. Humanities, social science, education, design, and management students have found the course to make science topics approachable. All leave the course with an enhanced understanding of creativity in the world and in their own lives.

HON 345-001

Course title: On Being Human

GEP category: Interdisciplinary Perspectives; Humanities (Philosophy)

Time/days: T/Th 10:15-11:30PM

Location: HVC conference

Credits: 3 credits

Restrictions:

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

Gary L. Comstock is a professor of philosophy at NC State who does research on ethical questions in the biological sciences. He has written one book, *Vexing Nature? On the Ethical Case Against Agricultural Biotechnology*, which was called a "watershed" in the discussion of genetically modified foods. Another critic wrote that the book's nuanced treatment of both sides of the issue is "virtually unprecedented in applied philosophy." Comstock also edited the books *Life Science Ethics*, *Religious Autobiographies*, and *Is There a Moral Obligation to Save the Family Farm?*. For two years he was 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:

What makes us unique, different from animals and machines? This course focuses on the question of human singularity, the properties, if any, that distinguish us from dogs and pigs, on the one hand, and artificial intelligences and cyborgs on the other. We will watch and discuss YouTube videos about computers that read monkeys brains, robots that imitate human facial movements, and pigs with human genes. We'll also read about scientific experiments in these areas, and philosophical explorations of those experiments. What is human nature? And if technology advances to the point where we can actually change human nature, should we? Should we implant memory chip in our brains? Would you upload your psychological identity into a virtual Matrix and live in a disembodied state?

HON 391-001

Course title: Music and the Social Life

GEP category: Visual and Performing Arts

Time/days: T/TH 1:30-2:45PM

Location: PMC 00101

Credits: 3 credits

Restrictions:

Instructor: Dr. Jonathan Kramer, Teaching Professor of Music and Arts Studies, Music

Dr. Jonathan C. Kramer is Teaching Professor of Music and Arts Studies at North Carolina State University, and Adjunct Professor of Ethnomusicology at Duke University. As a cellist, he has performed as principal of the Tucson Symphony and as a member of the San Francisco Opera and Ballet Orchestras and the North Carolina Symphony. Among his teachers are Aldo Parisot, Gordon Epperson, Raya Garbousova, David Wells, Madeline Foley, and Maurice Gendron. He has concertized extensively as recitalist and chamber musician throughout the U.S. as well as in Russia, India, Korea, Canada, Austria, Bulgaria, U. K., Switzerland, and Italy. He has performed with The Mostly Modern series of San Francisco, Mallarme Chamber Players, Duke University Encounters Series, the Piccolo Spoleto Festival, Raleigh Chamber Music Guild; and presented solo concertos with a number of regional orchestras. He has recorded for Albany Records, and Soundings of the Planet Studios. He is on the teaching faculty of the North Carolina School of the Arts Summer Institute and frequently accompanies Rumi translator Coleman Barks in poetry readings. He has served as moderator of the Pedagogy Panel at the American Cello Congress and his An Homage to Pau Casals for cellist and narrator has been presented at Queen Elizabeth Hall, London, the 92nd St. Y in NYC, the Kennedy Center in Washington DC, and elsewhere. Kramer maintains an active cello studio, and former students have attended Juilliard, Peabody, Manhattan, New England Conservatory, and other schools of music. As ethnomusicologist, Dr. Kramer has been awarded Senior Fulbright Fellowships at Banaras-Hindu University in India and at Chosun University in Kwangju, South Korea, and spent two summers at the Institute for Korean Traditional Performing Arts in Seoul. He has lectured on global issues in music and aesthetics in the United States, the U. K., Korea, India, China, Japan, Uganda, Canada, Suriname, and for the Semester at Sea program during their spring, '06 around the world voyage. Most recent research has involved work in indigenous music and ritual practices in a multi-ethnic region of Western China, and in traditional forms of sacred music in Uganda and Ethiopia. Dr. Kramer was a member of the Tanglewood II Symposium (2007) on the Future of Music Education at Williams College, and one of the primary authors of the Tanglewood II Declaration. He is currently writing a college-level World Music textbook with associate Dr. Alison Arnold called "What in the World Is Music?" He holds advanced degrees from Duke and the Graduate School of the Union Institute where he completed a Ph.D. in Ethnomusicology and Performance Studies with a dissertation on traditional Korean music.

Course description:

Music of East Asia is the study of music traditions within cultural and social contexts in China and Korea. Through readings and guided listening to both recorded and live music, students will develop an understanding of the components of these music-cultures and the ways in which tradition and change, identity and hegemony, belief systems and patterns of social interaction are encoded and made manifest in musical practices. Musical institutions and forms of expression will be studied in relationship to important historical events and the religious and political philosophies of Confucianism, Taoism, Buddhism, Shamanism, Shinto, Maoism, and Industrial Capitalism and globalization. Students will prepare reading and listening assignments for weekly class meetings. Outside of class meetings, students will attend several motion pictures and concerts. In addition to two short textbooks, articles will be placed on library reserve. Each of the two large units (China, Korea) will culminate either in a test or a writing assignment that will demonstrate mastery of the material.

HON 398-001

Course title: History of NC State

GEP category: Not a GEP course

Time/days: W 10:15-12:05PM

Location: HVC conference

Credits: 2 credits

Restrictions:

Instructor: Brian Peters, Honors Village Community Director/Lecturer, University Honors Program

Brian joined the University Honors Program as the Honors Village Community Director in 2011. He received a BA in History from Virginia Tech in 2008 and received a Master's of Education in Higher Education from the College of William and Mary in 2010. He is currently a PhD student in the College of Education studying Educational Research & Policy Analysis in Higher Education. Brian's research interests include higher education history, student and faculty development, Native Americans in higher education, university honors programs, and effect of governmental policy on higher education.

Course description:

In 1889, students enrolled at the North Carolina College of Agriculture and Mechanical Arts for the first time. Enrolled in engineering and agriculture, the young men were one of many who pioneered Land Grant education. Why were land grant institutions formed? How does NC State fit within the larger constructs of higher education? Why did NC State change its name four times? How did the students' lives change on campus? Students will learn the history of NC State University and the institution's connection to larger trends. Through a mixture of literature and primary documents, students will discuss the major implications of higher education in the United States. Students will conduct a research project using primary source documents to enhance their course readings.