

# UNIVERSITY HONORS PROGRAM

## Spring 2016 HON seminars

Course #	Section	Title	Instructor	Time/days	GEP	Location	Credits
HON 290	001	Revenge and Vengeance in the Ancient World	Pryzwansky	T/Th 11:45-1:00PM	Humanities (History); Global Knowledge	UHP Conference Room(Clark 205)	3
HON 293	001	Creative Non-Fiction as Civic Discourse	Cornett	M/W 1:30-2:45PM	Humanities; literature	HVC Conference Room (Honors Village)	3
HON 293	002	The Art of War	Mainland	M/W 10:15 – 11:30AM	Humanities; literature	T0G115	3
HON 293	003	Power of Horror	Phillips	T/Th 1:30 – 2:45PM	Humanities; literature	T0G115	3
HON 293	004	The Philosophical Essay from Montaigne to Emerson	Halpern	T/Th 6:00 – 7:15PM	Humanities; Literature	T0G113	3
HON 296	001	Emotion and Reason	Soyarslan	M/W 3:00 – 4:15PM	Interdisciplinary Perspectives	Winston 005	3
HON 296	002	Politics and Literature	Kessler	T/Th 3:00 – 4:15PM	Interdisciplinary Perspectives	HVC Conference Room (Honors Village)	3
HON 296	003	Fiction and the Sciences	Mainland	M/W 11:45 – 1:00PM	Interdisciplinary Perspectives	T0G115	3
HON 296	004	Zombies, Victims and Other Corpses: Mediating Death in Popular Culture	Orcutt and Stein	W 4:10 – 6:55PM	Interdisciplinary Perspectives	EB2 1227	3
HON 296	005	Enlightenment and Empire	Kim	T 3:00 – 5:45PM	Interdisciplinary Perspectives	HVC Multipurpose Room 201(Honors Village)	3
HON 296	006	Ethics of Biotechnical Communication	Serr and Pitts	T/Th 10:15 – 11:30AM	Interdisciplinary Perspectives	HVC Multipurpose Room 201(Honors Village)	3
HON 297	001	Pollinator Gardening	Carson	W 1:30 – 4:15PM	NS	HVC Multipurpose Room 201(Honors Village)	3

<b>HON 300</b>	001	Race, Membership, and Eugenics	Veale	T/Th 10:15-11:30AM	US Diversity	UHP Conference Room(Clark 205)	3
<b>HON 310</b>	001	The Creative Process in Science	Blanton	M 1:30 - 4:15PM	Interdisciplinary Perspectives; USD	HVC Multipurpose Room 201(Honors Village)	3
<b>HON 311</b>	001	Words Through Space and Time	Kershner	T/Th 1:30-2:45PM	Interdisciplinary Perspectives; Global Knowledge	UHP Conference Room (Clark 205)	3
<b>HON 345</b>	001	On Being Human	Comstock	T/Th 10:15-11:30AM	Interdisciplinary Perspectives; Humanities (Philosophy)	HVC Conference Room (Honors Village)	3
<b>HON 391</b>	001	Music and the Social Life	Kramer	T/TH 1:30-2:45PM	Visual and Performing Arts	PMC 00101	3
<b>HON 398</b>	001	Asian Religion Traditions in the Triangle	Orcutt	Alternate Schedule	Not a GEP course	TBD	1

**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.

**It is up to the student to ensure his or her course has slotted in to the correct GEP category. If it has not, you must contact your academic advisor to remedy the situation.**

## HON 290-001

**Course title:** Revenge and Vengeance in the Ancient World

**GEP category:** Humanities (History); Global Knowledge

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

**Location:** UHP Conference Room (Clark 205)

**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:

This seminar explores the morals and ethics of revenge and vengeance in Greco-Roman antiquity. First, we will define our terms by asking what the difference is between revenge, vengeance and vendetta, and how our modern, Western culture views such acts. Next, we will examine a range of acts of vengeance from Greco-Roman antiquity, drawing on epic, tragedy, law, mythology and history. Among the questions our seminar will debate is when, if ever, revenge, vengeance and vendetta are approved of in the ancient world, and when, if ever, such acts are met with disapproval. Do the Greeks and Romans think the same way we do about the morals and ethics of revenge, vengeance and vendetta? Is there even a modern American consensus on acts of vengeance to which we can compare the ancient world? Is there a difference between thoughts about revenge, vengeance and vendetta among the Greeks and Romans?

We begin by reading about the exploits of the Trojan War heroes in Homer's *Iliad* and *Odyssey* in order to ask how revenge, vengeance and vendetta fit into early Greek concepts of justice and warfare, and how such themes relate to the workings of the gods. We will then compare these Greek heroes and gods to the Roman ones in Vergil's *Aeneid*, where Aeneas also kills in the name of vengeance and the gods also help and hinder him along the way, sometimes motivated by revenge.

Having laid the basis of our topic in these epic tales, we will then turn to other examples of revenge and vengeance from Greek tragedy; Roman mythology; and Greek, Roman and Jewish law. "Real life" illustrations of acts of vengeance will be drawn from Roman history, using Octavian's appeals to vengeance on behalf of his murdered adoptive father, Julius Caesar, during the Civil War as an illustration.

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 the second half of the semester, each student will produce a research paper on a topic of his/her choice (10 pp.) using primary and secondary sources. 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 (25 min.) to test knowledge of the readings. Active, informed seminar participation will be emphasized and will make up 20% of the final grade.

## HON 293-001

**Course title:** Creative Non-Fiction as Civic Discourse

**GEP category:** Humanities (Literature)

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

**Location:** HVC Conference Room (University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Sheryl A. Cornett, Lecturer, English

Sheryl Cornett has taught a wide range of writing and literature courses at North Carolina State University, where she is the 2014-2015 University Honors Program Scholar in Residence. Her recent poems, stories, scholarship, criticism, and creative non-fiction appear in the Southern Women's Review, North Carolina Literary Review, Image, Pembroke Magazine, Mars Hill Review, and The Independent Weekly among other journals and magazines; and in anthologies such as *In a Fine Frenzy: Poets Respond to Shakespeare*. Recent conference presentations include "A Jane Austen for Our Time" at Ireland's West Cork Literary Festival, which was selected to appear in the essay collection *The Global Jane Austen* (Palgrave Macmillan, 2013.) Current research interests include the role of World War Two in North Carolina's literary landscape and the significance of domestic architecture and gardens in creating fictional characters and story settings. She holds degrees from Miami University, Ohio, University of North Carolina at Chapel Hill, and a Master of Fine Arts in Creative Writing from Seattle Pacific University and is the author of the forthcoming novella *Mourning into Dancing*.

### **Course Description:**

When NCSU's distinguished Walt Wolfram gave his Aims of Education Address at UHP's Fall-2014 Convocation, he quoted Einstein's famous line "Imagination is more important than Knowledge." As Wolfram's career attests, both are vital to making new information and applying it concretely to the here and now.

The purpose of this seminar is to join the public conversation and debate on local and global environmental concerns affecting our daily lives in North Carolina, with some emphasis on food culture/security and agriculture. While examining selections of contemporary Creative Non Fiction (sometimes known as literary journalism, narrative non-fiction, or the researched personal essay) we will practice analytical, evaluative close reading, critical response-writing, and imaginative/creative non-fiction writing. The aim in generating original works of reflection and inquiry is to participate in (by contributing new material to) the ongoing public discussion on environmental and agricultural issues at our time in history. Making new Environmental Literature, via writing our own experiences, takes into consideration the ever-evolving knowledge bases, political platforms, and cultural aspects that inform current conversations. There will be an optional experiential service-learning opportunity to "farm" a campus vegetable garden (1-2 hours per month); the produce from this will be donated to "Feed the Pack" food pantry.

## HON 293-002

**Course title:** The Art of War

**GEP category:** Humanities (Literature)

**Time/days:** M/W 10:15-11:30AM

**Location:** TOG115

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Catherine Mary Mainland, 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, then a second MA in English Literature from NCSU in 2008. She has taught a range of American and Western World Literature survey courses, both at NCSU and Campbell University. Given this diverse background, she considers herself a generalist, and has published and presented on Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. She is currently enrolled in a second PhD at UNCG, focusing on American literature and masculinity studies. In her ample spare time, Dr. Mainland reads in English, German, Dutch, and French, and talks about literature with her book club. If no-one else is available, she'll also talk about literature to her increasingly senile cats, who enjoy this immensely.

### **Course Description:**

Whether nations win or lose, war has always left its mark on the arts. This course will take a comparative look at artistic responses to the American Civil War, the Spanish-American War, World Wars I and II, the Cold War, the Vietnam War, and modern military campaigns. Through our examination of the history and social psychology of war, we will pay constant attention to the infinitely human urge to use art to deal with the inhumane, comedy to combat tragedy, and story-telling to work through feelings of guilt, loss, inadequacy, or doubt. With readings of poetry, drama, and prose from the nineteenth and the twentieth centuries, and works ranging from cinema and television to video games, we will explore the ways in which humans deal with wars and their aftermath by placing them (safely?) in the artistic realm. We will study works such as: Twain, *Adventures of Huckleberry Finn*; Bierce, "Chickamauga"; Howells, "Editha"; British poetry of WWI; Remarque, *All Quiet on the Western Front*; Camus, *The Plague*; O'Brien, *The Things They Carried*; M\*A\*S\*H\* selected episodes; *Dr. Strangelove*; and *The Producers* (1968).

## HON 293-003

**Course title:** Power of Horror  
**GEP category:** Humanities (Literature)  
**Time/days:** T/Th 1:30-2:45PM  
**Location:** T0G115  
**Credits:** 3 credits  
**Restrictions:**

**Instructor:** Dr. Thomas P. 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 293-004

**Course title:** The Philosophical Essay from Montaigne to Emerson

**GEP category:** Humanities (Literature)

**Time/days:** T/Th 6:00-7:15PM

**Location:** T0G113

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Nicholas Halpern, Associate Professor, English

Nick Halpern teaches courses on poetry, the novel, and various texts of the ancient Greek and Roman world as well as works from late antiquity and the medieval world. He has taught courses on the history of literary criticism as well as single-author courses on Dante, Beckett, and Proust. He has a B.A. from Yale University and a Ph.D from Harvard University.

### **Course Description:**

In this course we will engage in close readings of important philosophical essay from Montaigne to Emerson, with a particular emphasis on the tension between skepticism and belief in their essays. Readings will include selected essays, both short and long, by Montaigne, Pascal, Hume, Johnson, Hazlitt, Arnold, and Emerson. There will be seven response papers, three five-to-seven page papers, a midterm and a final exam.

## HON 296-001

**Course title:** Emotion and Reason

**GEP category:** Interdisciplinary Perspectives

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

**Location:** Winston 005

**Credits:** 3 credits

**Restrictions:**

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

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

### **Course Description:**

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant.

In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, Descartes and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

## HON 296-002

**Course title:** Politics and Literature: Classic Perspectives on American Democracy

**GEP category:** Interdisciplinary Perspectives

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

**Location:** HVC Conference Room (University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Sandy H. Kessler, Associate Professor, Public & International Affairs

Sanford Kessler teaches political theory and American political thought at NC State. He was a Park Faculty Scholar for five years and currently teaches in NC State's Osher Lifelong Learning Institute (OLLI) and serves as a faculty adviser (with Aaron Stoller) for Cavedwellers, an informal philosophy discussion group for undergraduates. Dr. Kessler also taught for many years in Central Prison as a volunteer and at Duke University as an adjunct associate professor.

Dr. Kessler's chief research interests are in the relationship between religion and modern political thought and in the political thought of Alexis de Tocqueville. He has written a book entitled *Tocqueville's Civil Religion: American Christianity and the Prospects for Freedom* (SUNY Press, 1994), edited an abridged edition of *Tocqueville's Democracy in America* (Hackett Publishing Co., 2000) and co-edited (with Traci Reid) *American Debates on Sexual Equality* (Bloomsbury Press, 2013). He has also published articles in *The Journal of Politics*, *The Review of Politics*, *Polity*, *Interpretation*, and *The Journal of Church and State*.

### **Course description:**

Learn more about your country and yourself by studying several classics of American and Western literature and Tocqueville's *Democracy in America*, perhaps the greatest work of political philosophy ever written about the United States. Religion, politics, race, science and technology, sexual equality, America's national character and more. Literary works include Benjamin Franklin, *Autobiography*, Henry Adams, *Democracy*, Edith Wharton, *The Age of Innocence*, F. Scott Fitzgerald, *The Great Gatsby*, Malcolm X, *The Autobiography of Malcom X*, Aldous Huxley, *Brave New World*, and short stories, by Nathaniel Hawthorne, Herman Melville, Charlotte Perkins Gilman, E.M. Forster, and Kurt Vonnegut.

## HON 296-003

**Course title:** Fiction and the Sciences

**GEP category:** Interdisciplinary Perspectives

**Time/days:** M/W 11:45-1:00PM

**Location:** TOG115

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Catherine Mary Mainland, 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, then a second MA in English Literature from NCSU in 2008. She has taught a range of American and Western World Literature survey courses, both at NCSU and Campbell University. Given this diverse background, she considers herself a generalist, and has published and presented on Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. She is currently enrolled in a second PhD at UNCG, focusing on American literature and masculinity studies. In her ample spare time, Dr. Mainland reads in English, German, Dutch, and French, and talks about literature with her book club. If no-one else is available, she'll also talk about literature to her increasingly senile cats, who enjoy this immensely.

### **Course Description:**

This course will examine critical points of convergence between the sciences and fiction. The classes will consider a variety of approaches to fiction that will draw on discussions of topics ranging from the physical sciences to sociology. The aim will be to develop the students' understanding of the symbiotic relationship between technological, social, and scientific change, and the necessary artistic process of imagining a changed world. We will study works such as: Shelley, *Frankenstein*; Hoffmann, *The Sandman*; Freud's case study of Dora; Woolf, *Mrs. Dalloway*; Atwood, *Oryx & Crake*; *Battlestar Galactica*; and *Almost Human*.

## HON 296-004

**Course title:** Zombies, Victims and Other Corpses: Mediating Death in Popular Culture

**GEP category:** Interdisciplinary Perspectives

**Time/days:** W 4:10-6:55PM

**Location:** EB2 1227

**Credits:** 3 credits

**Restrictions:**

### **Instructors:**

Mr. Darby Orcutt, Assistant Head of the Collection Management Department, DH Hill Library

As Assistant Head of the Collection Management Department, Darby Orcutt leads the NCSU Libraries collection programs in all humanities and social sciences disciplines, as well as coordinates interdisciplinary and international collecting. In addition to the University Honors Program, he teaches Religious Studies courses in the NCSU Department of Philosophy & Religious Studies, graduate courses for the University of North Carolina at Chapel Hill's School of Information & Library Science, and (previously) in the UNC-CH Department of Communication Studies. He holds an M.S. in Library Science, M.A. in Communication Studies, and B.A. in Speech Communication and Religious Studies. His scholarly publications, presentations, and research are interdisciplinary, including current research on Arab & Islamic identity in comic books and on zombies and other images of the dead in contemporary popular culture.

Dr. Sarah Stein, Associate Professor, Communication

Dr. Sarah Stein is Associate Professor of Communication Media in the Department of Communication, CHASS. She teaches film and digital production, as well as conducting seminars in culture and technology, and in the rhetorics of both gender and of digital media. Her background includes a 25 year professional career in documentary film editing, in which films she edited won two Academy Awards, Emmy Award, Columbia-Dupont Journalism Award, and numerous national and international film festival awards. Her scholarly research is in media coverage of rape in the military, and portrayal of death in the popular media.

### **Course Description:**

Popular media constantly bombard us with images of death and dead bodies. Police investigation dramas open each episode with a body of the week, and the walking dead stalk our televisions, movie theaters, game consoles, and cultural imagination. We seemingly stare at death perhaps more than ever, but are we truly facing death through our media culture, or are these mediated images of corpses assisting us in rejecting death? Does the body of the victim on CSI represent merely a mystery to be solved? The multiple "lives" of the video game avatar a denial of death's finality? The grim "scientific" humor of Spike TV's 1000 Ways to Die a way to laugh off its seriousness?

Rooted in the current research of its instructors, this course will draw from television, film, comic books, social media, political discourse, advertising, and video games in examining contemporary visual media images of death and dead bodies, comparing and assessing these with respect to religious, psychological, sociological, political, and biological perspectives on death. Class meetings will include guests who deal with death and dead bodies professionally (e.g., forensic investigators, morticians, religious leaders), and students will engage in original research related to course topics. It is expected that students' insights and collaborative research will play an integral role in this course.

## HON 296-005

**Course title:** Enlightenment and Empire

**GEP category:** Interdisciplinary Perspectives

**Time/days:** T 3:00-5:45PM

**Location:** HVC Multipurpose Room 201(University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Mi Gyung Kim, Professor, History

Mi Gyung Kim is a professor of history who specializes in Enlightenment science, culture and polity. She is completing a cultural history of ballooning, *The Imagined Empire: Balloon Enlightenments in Revolutionary Europe* (forthcoming, 2016).

### **Course Description:**

European Enlightenment has left a dual legacy -- one as an emancipatory ideology that pursued individual liberty and democratic polity and the other as the embodiment of instrumental reason that fostered European Empires and the World Wars. This class will explore how these seemingly opposite projects were woven together in Enlightenment thought and culture to evaluate its relevance to our political imagination.

## HON 296-006

**Course title:** Ethics of Biotechnical Communication

**GEP category:** Interdisciplinary Perspectives

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

**Location:** HVC Multipurpose Room 201(University Honors Village)

**Credits:** 3 credits

**Restrictions:** Cross-listed with HI 298

### **Instructor:**

Ms. Megan Serr, PhD Student, Zoology

Megan Serr is a PhD student in the Zoology program here at NCSU. In addition, she is an Integrative Graduate Education and Traineeship fellow, and a member of the Genetic Engineering and Society program. She earned her B.S. and M.S. degrees in biology, and before arriving at State she taught biology and physiology both at the high school and university level. Currently her research is focused on the ecological and behavioral aspects of wild mice, as well as how humans perceive invasive mice on islands.

Ms. Elizabeth Pitts, PhD Student, Communication

Elizabeth A. Pitts is a PhD Candidate in Communication, Rhetoric, and Digital Media at North Carolina State University and a US National Science Foundation IGERT Fellow in Genetic Engineering and Society. Her research focuses on ethical dimensions of the organizing of scientific work and its governance. Before enrolling at NC State, Elizabeth developed speeches and policy communications for institutions including the White House, the US Department of Education, and the Pew Charitable Trusts and served as a lecturer at University of Maryland University College. She holds bachelor's and master's degrees in English from Georgetown University.

### **Course Description:**

What does it mean to communicate ethically about emerging biotechnologies? What types of ethical stances underlie various approaches to communicating about the biological sciences and their applications? How can applying communication ethics theories help us navigate the complexity, uncertainty, controversy, and hype associated with genetic modification?

This course enables students in the sciences, social sciences, and humanities to explore these and similar questions related to the ethics of biotechnical communication. Throughout the semester, we will integrate in-depth discussion of technical approaches to genome manipulation with humanistic inquiry into the ethical stances that guide approaches to communication. The course will be organized around a series of real-world case studies on topics such as the patenting of genetically modified mice, the release of transgenic mosquitoes to control malaria and dengue fever, and the popularization of the Glowing Plant, the world's first crowdfunded genetically modified organism. Through close examination of these case studies, students will identify the ethics associated with different approaches to communicating about emerging technologies and the social questions they raise; articulate what types of narratives and communication strategies they see as more or less ethical, and why; and develop the reflexive communication skills needed to engage with perspectives that differ from their own.

## HON 297-001

**Course title:** Pollinator Gardening

**GEP category:** NS

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

**Location:** HVC Multipurpose Room 201(University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Sue 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:**

Undergraduate students in the University Honors Program will explore the designing and implementation of a pollinator garden on campus. Students will evaluate plants based on several criteria including the value as nectar and pollen sources for honeybees and other pollinating insects, the flowering season, and the ideal environment (zone, water requirement, sun requirement, soil type). They will select plants and design a garden for our allotted space. Students will plant and tend the garden, as well as create a resource guide for maintenance of the garden. After the semester ends, students will be enlisted to tend the garden on an ongoing basis.

Funding for this course was generously provided by Bayer CropScience Bee Care Center and we will visit Bayer to present information about our work.

## HON 300-001

**Course title:** Race, Membership, and Eugenics

**GEP category:** US Diversity

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

**Location:** UHP Conference Room (Clark 205)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Ms. Caolyn P. Veale, Assistant Director , University Honors Program

Carolyn Veale is Assistant Director for 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 fourteen years. Her positions have included Residence Director, Advisor for the College of Management, Assistant Coordinator for the Teaching Fellows Program, and Assistant Director of Student Services and Students Advocating for Youth for the College of Education. She has taught ECD 220 – College Student Development and Peer Counseling, ED 201 and 202 – Sophomore Teaching Fellows Forum, USC 110 – Freshman Advancement Seminar, ED 150 Students Advocating for Youth Seminar, HON 398-On Being Ethical, HON 398- Race, Intelligence and Eugenics . Carolyn has received a BA in Political Science and a BA in Public Relations from NC State University, a M.Ed. in Adult Education from NC State University, A.B.D Higher Education Administration from NC State University, and a Graduate Certificate in Counseling Education. Carolyn's areas of interest are racial identify development, social justice, and multi-cultural issues in educational and organizational settings.

### Course Description:

The link between race and intelligence has been a subject of discussion and debate in academic research since the creation and distribution of intelligence quotient (IQ) testing in the early 20th century. There is no widely accepted formal definition of either race or intelligence in academia. Discussions connecting race and intelligence involves studies from multiple disciplines, including psychology, anthropology, biology, and sociology. Techniques have been employed to support and justify beliefs in racism, racial inferiority, and racial superiority. Human populations have been classified into physically discrete human races that supposedly separate the superior and inferior.

Biological theories of race are linked to eugenics. Eugenics is the study of a belief in the possibility of improving the qualities of the human species or a human population especially by such means as discouraging reproduction by persons having genetic defects or presumed to have inheritable undesirable traits (negative eugenics) or encouraging reproduction of persons presumed to have inheritable desirable traits (positive eugenics). Eugenics was a branch of the life sciences that drove much of American social policy in the early twentieth century. The Nazis gave eugenics its negative connotations, but the practice and the science that supports it has its historical roots in the United States and in particular for poor people and people of color in America and in particular the South (North Carolina). Over 8,000 sterilizations were approved by the Eugenics Board of North Carolina. This seminar examines the scientific and social trends that supported the movement to view the human race as fit and eliminate those that were classified as unfit (Race and Intelligence). This seminar will take a look at race and intelligence, scientific racism, and eugenics and its impact on American society and in particular the state of North Carolina.

## HON 310-001

**Course title:** The Creative Process in Science

**GEP category:** Interdisciplinary Perspectives; USD

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

**Location:** HVC Multipurpose Room 201(University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Richard L. Blanton, Professor, Plant Biology

Dr. Larry Blanton is the 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 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 social context of creativity. We will examine how creativity can be fostered (or crushed) by institutions. 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 311-001

**Course title:** Words Through Space and Time

**GEP category:** Interdisciplinary Perspectives; Global Knowledge

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

**Location:** UHP Conference Room (Clark 205)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Tiffany L. Kershner, Adjunct Teaching Assistant Professor and Coordinator for Distinguished Scholarships and Fellowships, Sociology & Anthropology

Hailing from a small coal-mining town in northeastern Pennsylvania, Dr. Tiffany Kershner began her training in anthropology at the University of Iowa where she graduated Phi Beta Kappa and with Distinction and Honors. After Iowa, she received a Masters Degree in Anthropology from SUNY-Albany. Her training continued at Indiana University where she focused on linguistics and African languages, completing another MA and then her doctorate in Linguistics. After several years teaching at Kansas State University, Dr. Kershner recently joined NC State in Fall 2011 as their new Coordinator for Distinguished Scholarships and Fellowships. Dr. Kershner has an extensive background in linguistic and cultural anthropology, descriptive linguistics, and African languages. She has done intensive fieldwork amongst the Sukwa culture of Malawi, through which she received funding through a Fulbright Fellowship and a National Science Foundation Dissertation Improvement Grant. She also served for two years as an Andrew W. Mellon Postdoctoral Fellow at Carleton College. Some of her current research interests in language and culture include folk ethnobiological classification systems, African oral literature, language and gender, cultural semantics and pragmatics, and tense, aspect, and verb classification systems. She began a new linguistic documentation project in Comoros in the summer 2008.

### **Course Description:**

Different cultures differentiate and frame events in various ways. At the heart of conceptual events are WORDS, essentially an inventory of the ways a particular group of people depict and understand the interactions they have with each other and with the world around them. Over generations, cultures of the world have accumulated knowledge of their environment and their world through their words, specifically, through the naming of plants, animals, landmarks, and experiences. An individual's language is, in one sense, a repository of indigenous wisdom about their environment and worldview. In this course, we will examine the interrelations between humans and their world by focusing on a culture's lexical inventory. In particular, we will explore how humans recognize, name, and classify living and nonliving things in their environment from a cognitive and symbolic perspective. In addition, we will explore whether or not a culture's language influences one's perceptions of reality. For example, does a culture's lexical inventory channel their thoughts in particular ways? Through a detailed examination of lexical phenomena in cultures around the world, we will become familiar with the ways in which language and culture interact, the extent to which these surface in our everyday lives, and the explanations proposed by various fields (anthropology, linguistics, biology, psychology, cognitive science) for their existence.

## 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 C. 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.

### **Course Description:**

At NCSU and in the Triangle people are actively engaged in music making, dancing, devotional practices, and a multitude of other kinds of artful performance. In this class you will think about the relationship between music and other aspects of social life by doing your own field research bearing questions such as these in mind: How do we make sense of our lives in playing and consuming music? Where do we draw our creativity from? How do we listen? Why do we perform? What is virtuosity? What makes up a scene? What does it mean to be a fan, a regular, a dancer, a CD collector? Why is music a component of worship and what does it do for/to the believer? Why might we celebrate live music and devalue mediation -- or do we? Who is the 'we' of a music tradition? How do music and dance shape social life, values, and ideas about difference?

A second component to the class considers modes of research about music. You will learn techniques for doing ethnographic research, bearing questions such as these in mind: What can you learn about music making (and other forms of aesthetic practice) by means of a particular research method? What assumptions do different methods or analytic approaches make about their subject? What do they privilege about their subject? How do they represent sounds, aesthetic values, and knowledge? How do the researcher's point of departure and relationships with those he or she is learning about shape data, knowledge and presentation? What are the ethics of field research? And, how do you do it?

## HON 398-001

**Course title:** Asian Religion Traditions in the Triangle

**GEP category:** Not a GEP course

**Time/days:** Alternate Schedule

**Location:** TBD

**Credits:** 1 credit

**Restrictions:**

**Instructor:** Mr. Darby Orcutt, Senior Collection Manager for Humanities & Social Sciences, DH Hill Library

As Assistant Head of the Collection Management Department, Darby Orcutt leads the NCSU Libraries collection programs in all humanities and social sciences disciplines, as well as coordinates interdisciplinary and international collecting. In addition to the University Honors Program, he teaches Religious Studies courses in the NCSU Department of Philosophy & Religious Studies, graduate courses for the University of North Carolina at Chapel Hill's School of Information & Library Science, and (previously) in the UNC-CH Department of Communication Studies. He holds an M.S. in Library Science, M.A. in Communication Studies, and B.A. in Speech Communication and Religious Studies. His scholarly publications, presentations, and research are interdisciplinary, including current research on Arab & Islamic identity in comic books and on zombies and other images of the dead in contemporary popular culture.

### **Course Description:**

Primarily through participant-observer visits to places of worship (e.g., Hindu temple, Sikh gurudwara, Islamic mosque, Buddhist temple), students will have guided opportunities to learn, discuss, and reflect upon diverse religious practices of South and East Asian ethnic and immigrant communities within our local area. Apart from an introductory and a concluding classroom meeting, the class will meet for four (weekend) sessions during the semester to visit sites and services. Van transportation will be provided. Course is offered as S/U option only.

**\*\*ALL MEETINGS FOR THIS COURSE ARE ON SUNDAYS**