

UNIVERSITY HONORS PROGRAM

Fall 2014 HON seminars

Course #	Title	Instructor	Days	Time	Location	GEP	Notes
HON 202-001	Monstrosity, Madness, and Marginality	May	TuTh	11:45-13:00	Tompkins 0G115	Humanities (Literature)	Freshmen only
HON 202-002	Twentieth-Century U.S. Literature & Society	Nolan-Stinson	MW	13:30-14:45	HVC Conference Room (202)	Humanities (Literature)	Freshmen only
HON 202-003	Shakespeare Among the Philosophers	Crosbie	TuTh	11:45-13:00	Tompkins 0G126	Humanities (Literature)	Freshmen only
HON 202-004	Metamorphosis and Metaphor	Grimwood	TuTh	13:30-14:45	Tompkins 0G113	Humanities (Literature)	Freshmen only
HON 202-005	South African Literature Before, During, and After Apartheid	Joffe	MW	15:00-16:15	Tompkins 0G113	Humanities (Literature); Global Knowledge	Freshmen only
HON 202-006	Representations of Spirituality in Fiction and Film	Phillips	MW	16:30-17:45	Winston 00020	Humanities (Literature)	Freshmen only
HON 202-007	Reading Literature in the Digital Age	Fyfe	TuTh	10:15-11:30	Tompkins 0G126	Humanities (Literature)	Freshmen only
HON 202-008	The Art of War	Mainland	TuTh	15:00-16:15	Winston 00020	Humanities (Literature)	Freshmen only
HON 290-001	Frauds and Mysteries in History	McGill	MW	15:00-16:15	Withers Hall 150	Humanities (History); Interdisciplinary Perspectives; Global Knowledge	
HON 290-002	The Ides of March, 44 B.C.	Pryzwansky	TuTh	13:30-14:45	HVC Multipurpose Room (201)	Humanities (History); Global Knowledge	
HON 295-001	Self, Schooling, and the Social Order	Stoller	TuTh	11:45-13:00	HVC Conference Room (202)	Social Sciences; US Diversity	

Course #	Title	Instructor	Days	Time	Location	GEP	Notes
HON 295-002	A History of Economic and Financial Crises	Craig	TuTh	10:15-11:30	UHP Conference Room (205)	Social Sciences	
HON 296-001	Freedom and the Self	Hinton	TuTh	13:30-14:45	Winston 005	Interdisciplinary Perspectives; Humanities (Philosophy)	
HON 296-002	Emotion and Reason	Soyarslan	MW	13:30-14:45	Winston 005	Interdisciplinary Perspectives; Humanities (Philosophy)	Freshmen only
HON 296-003	A Global History of American Food	Ludington	TuTh	13:30-14:45	Patterson 208	Interdisciplinary Perspectives; Global Knowledge	
HON 345-001	On the Human	Comstock	TuTh	10:15-11:30	HVC Conference Room (202)	Interdisciplinary Perspectives; Humanities (Philosophy)	
HON 391-001	Music and Social Life	Kramer	TuTh	10:15-11:30	Price Music Center 120	Visual & Performing Arts (Additional Breadth)	

HON 202-001

Title: Inquiry, Discovery, and Literature: Monstrosity, Madness, and Marginality

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 11:45-13:00

Days: TuTh

Location: Tompkins 0G115

Restrictions: Restricted to first semester UHP freshmen.

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

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.

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

Title: Inquiry, Discovery, and Literature: Twentieth-Century U.S. Literature & Society

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 13:30-14:45

Days: MW

Location: HVC Conference Room (202)

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Jennifer Nolan-Stinson, Assistant Professor

Dr. Jennifer Nolan-Stinson earned her Ph.D. in the interdisciplinary field of American Studies from the University of Maryland in 2008, and teaches courses on twentieth-century U.S. literature and culture. In addition to the English, Honors, and Science, Technology, and Society (STS) courses she regularly teaches, she has developed a new interdisciplinary course in American Studies for NC State, which was offered for the first time during the spring 2012 semester. Her interest in interdisciplinary work began as an undergraduate at the University of Texas at Austin, where she graduated Phi Beta Kappa with majors in English and Philosophy, and she followed this with an MA in English Language and Literature from the University of Virginia. Dr. Nolan-Stinson has published and presented on twentieth- and twenty-first-century American reading practices, genre reading, teaching American literature, and the materiality of the book, and her current research interests include ethnographic approaches to studying reading and the intersections between consumption, display, design, and marketing of paperback books. She also will serve as President of the Zeta of North Carolina chapter of Phi Beta Kappa for the 2013 - 2014 academic year.

Description:

This course will explore the multifaceted relationships between literature and society by examining the intersections between several key works of twentieth-century U.S. literature and the historical and social contexts that surround their production and reception. Our investigations will include both close textual analysis of how literature reflects and critiques social issues of its time, and how the reception, interpretation, and meaning ascribed to individual works of literature shifts throughout the course of the twentieth century. Among topics that will be considered are the following:

F. Scott Fitzgerald's conflicted relationship with the Roaring Twenties and how his work has come both to represent and to transcend this era.

Depictions of the American South and critiques of the ethics of the Jim Crow era in short stories, novels, and poetry written by William Faulkner, Richard Wright, Zora Neale Hurston, Flannery O'Connor, Gwendolyn Brooks, and Ernest Gaines.

Controversies surrounding the content, narration, U.S. publication, and reception of Vladimir Nabokov's *Lolita*. The translation and transformation of the social critiques and literary techniques contained in Ken Kesey's *One Flew Over the Cuckoo's Nest* from the page to the screen.

In order to understand how society frames and influences the interpretation of literature, we will also explore a variety of scholarly and popular interpretations of and responses to literature, including contemporary reviews in the popular press and scholarly articles. We'll also go against the old adage "don't judge a book by its cover" by investigating how different versions of these works call for different interpretations. Through combining literary, historical, and cultural approaches, students will gain a nuanced understanding of the complex relationships between twentieth-century U.S. literature and society.

HON 202-003

Title: Inquiry, Discovery, and Literature: Shakespeare Among the Philosophers

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 11:45-13:00

Days: TuTh

Location: Tompkins 0G126

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Christopher Crosbie, Assistant Professor

Christopher Crosbie is Assistant Professor in the English Department. He has just completed his first book, a study of the influence of classical philosophy on early modern revenge tragedy. Parts of this project have appeared in *Shakespeare Quarterly* and *English Literary Renaissance*, and its earliest incarnation won the J. Leeds Barroll Dissertation Prize from the Shakespeare Association of America. He has three other articles (not from this project) just out, or forthcoming, as well. "Francis Bacon and Aristotelian Afterlives" has just been published in *The Blackwell Companion to British Literature*. "Shakespeare and the Sword of Lath: The Longleat Manuscript Reconsidered" and "The Comedy of Errors, Haecceity, and the Metaphysics of Individuation" are forthcoming in *English Literary Renaissance* and *Renaissance Papers*, respectively. An avid theater-goer, he focuses his classes in equal measure on the philosophical contexts and performative possibilities of early modern drama."

Description:

The most renowned philosophers – classical, medieval, and early modern alike – emerge in multiple guises throughout Shakespeare's works. This course will investigate how Shakespearean drama engages with philosophical traditions of various stripes even as the dramatist presents his works as popular entertainment in the commercial theater. What strands of intellectual history appear in his plays and to what purpose? How does the theater translate abstract philosophy into material performance? This seminar will examine the relation of Shakespearean drama to key philosophical categories (such as ethics, metaphysics, and aesthetics) as well as to particular traditions (such as Aristotelianism, Platonism, Lucretian atomism, and Epicureanism). Our intent always will be to illuminate the plays themselves. What, after all, did it mean to perform them for a popular audience in the commercial theaters of early modern London? For this seminar, we'll read six plays by Shakespeare, each paired with readings from some of philosophy's greatest luminaries; in order to provide greater context, we'll also frequently examine the source materials Shakespeare used for his plots. Course grades will be determined by two exams, a final seminar paper, and class participation.

HON 202-004

Title: Inquiry, Discovery, and Literature: Metamorphosis and Metaphor

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 13:30-14:45

Days: TuTh

Location: Tompkins 0G113

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Michael Grimwood, Professor

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.

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 202-005

Title: Inquiry, Discovery, and Literature: South African Literature Before, During, and After Apartheid

Credit: 3 credit hours

GEP category: Humanities (Literature); Global Knowledge

Time: 15:00-16:15

Days: MW

Location: Tompkins 0G113

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Sharon Joffe, Teaching Associate Professor and Assistant Department Head

Dr. Sharon Joffe was born and raised in Cape Town, South Africa. After graduating with a Bachelor of Arts (Honors) degree in English and French and a Higher Diploma in Education from the University of Cape Town, Dr. Joffe came to live in the United States. She received her M.S. Ed. degree from the University of Pennsylvania and her M.A. and Ph.D. degrees in English from the University of North Carolina at Chapel Hill.

Dr. Joffe is currently a Teaching Associate Professor and Assistant Head for Scheduling in the Department of English at North Carolina State University where she teaches courses in British literature and South African literature. Her book, *The Kinship Coterie and the Literary Endeavors of the Women in the Shelley Circle*, was published in April 2007.

Description:

"We Have Passed the Time of Decay*" : South African Literature and Culture Before, During, and After Apartheid

In 1994, South Africa finally welcomed a change of government when Nelson Mandela came to power and the barriers of apartheid were removed. The fall of the apartheid state has led to majority rule, to the recovery of previously suppressed literature and culture, and to the canonization of formally marginalized South African writers of color. Much of South African literature today promotes political awareness by drawing on the culture, the community, and the works of the previously politically repressed.

In this course, students will examine South African history and literature, particularly the literature produced during the apartheid and post-apartheid eras. Students will delve into the history behind the literature produced by writers in the apartheid state and by marginalized writers who crafted their works subversively. We will read works by authors such as Nobel Prize winners Nelson Mandela, Nadine Gordimer and J. M. Coetzee. We will also read texts by Phaswane Mpe, Richard Rive, Athol Fugard, Bessie Head, Njabulo Ndebele, and Zakes Mda in an attempt to understand how South African writers responded to the system of apartheid and to the political freedom that came about after apartheid's demise. Additionally, students will watch some South African movies and will consider how film producers responded to the iniquitous apartheid situation. Movie selections will include *Tsotsi*, *District Nine*, and *Yesterday*. We will also enjoy an introduction to South African food and music.

Through a variety of reading, writing, and discussion activities, students will develop an understanding of South African politics and an awareness of social injustice as they consider how literature and politics mutually influenced one another within the South African political context.

*Karen Press, "Guess Who" (*The New Century of South African Poetry*, 448).

HON 202-006

Title: Inquiry, Discovery, and Literature: Representations of Spirituality in Fiction and Film

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 16:30-17:45

Days: MW

Location: Winston 00020

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Thomas Phillips, Lecturer

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.

Description:

This course will examine spirituality via novels and films that represent various approaches to religion as belief, ideology, and practice. Central to our study will be the question as to whether aesthetic media provide effective expression of spiritual ideas and experience. Are art and spirituality in any way the same? How might they be different? Additionally, and perhaps most importantly, we will consider the complex relationship between the "spiritual" and the "human" as categories that aesthetic texts both exalt and interrogate.

HON 202-007

Title: Inquiry, Discovery, and Literature: Reading Literature in the Digital Age

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 10:15-11:30

Days: TuTh

Location: Tompkins 0G126

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Paul Fyfe, Assistant Professor

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 <http://go.ncsu.edu/pfyfe> or on Twitter at @pfyfe.

Description:

What happens when books become screens? When narrative turns into an interactive multimedia experience on a tablet? When reading becomes augmented by statistical analysis and data visualization? This class invites students to ask these and more questions about how our texts, reading, and interpretive practices are changing in a digital age. We will examine electronic texts as well as experimental books and apps; read literature while exploring how computers can analyze and visualize language; and collaboratively document our experiences across a variety of social media platforms. Our works include classic as well as more contemporary texts (from *Frankenstein*, *David Copperfield*, and *Alice in Wonderland* to steampunk fiction and post-print poetry). This course requires no special technological skills beyond a basic familiarity with file management and the web. It welcomes students of any disciplinary persuasion, especially those curious to experiment in the classroom.

HON 202-008

Title: Inquiry, Discovery, and Literature: The Art of War

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 15:00-16:15

Days: TuTh

Location: Winston 00020

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Catherine Mainland, Lecturer

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. In her 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.

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*; Fleming, *From Russia With Love*; O'Brien, *The Things They Carried*; M*A*S*H* selected episodes; and *The Producers* (1968).

HON 290-001

Title: Frauds and Mysteries in History

Credit: 3 credit hours

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

Time: 15:00-16:15

Days: MW

Location: Withers Hall 150

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Alicia McGill, Assistant Professor

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.

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 290-002

Title: The Ides of March, 44 B.C.

Credit: 3 credit hours

GEP category: Humanities (History); Global Knowledge

Time: 13:30-14:45

Days: TuTh

Location: HVC Multipurpose Room (201)

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Molly Pryzwansky, Lecturer

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 Classical Association of the Middle West and South, the American Philological Association, and the Archaeological Institute of America.

Description:

This course focuses on the assassination of Julius Caesar in 44 B.C. by a group of fellow Roman senators who called for liberty, exploring the historical, political, legal and social events leading up to the murder, the act itself and its chaotic aftermath. We will consider textual and material sources (such as art, architecture and coins) dating to the 1st cent. B.C. – including writings by Caesar himself and by Cicero, who was Caesar's contemporary and rival – together with later Roman reflections upon Caesar's career (mostly from the 2nd-3rd cents. A.D.) and modern portrayals of it in HBO's series "Rome."

The main question, both then and now, is whether Caesar was a good ruler who helped to stabilize the shaky Roman Republic and who strove to address serious social and political issues, or whether he was tyrannical in amassing sole power and abundant personal glories and brought about the Republic's downfall. We will also ask whether we should look to any one, elite individual as driving and defining history or instead seek to understand broader trends over time. By the end of the semester, students will be able to articulate a thoughtful response to such questions.

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 295-001

Title: Self, Schooling, and the Social Order

Credit: 3 credit hours

GEP category: Social Sciences; US Diversity

Time: 11:45-13:00

Days: TuTh

Location: HVC Conference Room (202)

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Aaron Stoller, Lecturer/UHP Associate Director

Aaron Stoller is Associate Director for the University Honors Program at NC State. He obtained a B.A. in English Literature from Wake Forest University, an MFA 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 social and epistemological foundations of education and, in particular, in post-secondary pedagogy and theories of creative inquiry. His work was most recently published in the *Journal of Aesthetic Education* ("Educating from failure: Dewey's aesthetics and the case for failure in educational theory," (Vol. 47 (1): 22-35). He has recently presented scholarship at the Society for the Advancement of American Philosophy and the South Atlantic Philosophy of Education Society (SAPES), where his work was selected for inclusion in the 2013 SAPES yearbook.

Description:

Paulo Freire wrote that there are only two approaches to education: either it is used to "bring about conformity or it becomes the practice of freedom..." Freire, who was an educator, philosopher, and activist, imagined that education was a site of social and cultural resistance and, therefore, should become a form of freedom from the oppression of social norms and culturally defined roles. Different theorists and critics have imagined education otherwise: as a space where students become democratic citizens, as a method to socialize persons into an overly administrated society, as a space designed to cultivate personal identity, or as a way to train obedient workers. All of these educational imaginaries are a way of viewing the unique interrelationship between the self, schooling and the social order.

The purpose of this course is to examine several of these educational imaginaries through the lens of revolutionary texts in education. This course will, then, have a dual motion. We will first survey major social theories a way of understanding how societies and selves are related and structured. Secondly, and within the context of those theories, we will read breakthrough texts in education: texts that challenge, redefine, and question not only the role schooling plays in society, but also how schooling serves as a way to produce particular types of citizens.

HON 295-002

Title: A History of Economic and Financial Crises

Credit: 3 credit hours

GEP category: Social Sciences

Time: 10:15-11:30

Days: TuTh

Location: UHP Conference Room (205)

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Lee A. Craig, Alumni Distinguished Professor and Head, Department of 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.

In addition to his research accomplishments, Professor Craig is a former winner of the Outstanding Teacher Award in the NCSU College of Management (2000-01), and has three times been the N.C. State College of Management's nominee for the University of North Carolina Board of Governors' Teaching Award (2003-2004, 2006-2007, and 2007-2008). He is a faculty fellow at the Foundation for Teaching Economics in Davis, California, and a member of the North Carolina Academy of Outstanding Teachers. "

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 296-001

Title: Freedom and the Self

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives; Humanities (Philosophy)

Time: 13:30-14:45

Days: TuTh

Location: Winston 005

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Timothy Hinton, Professor

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.

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 296-002

Title: Emotion and Reason

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives; Humanities (Philosophy)

Time: 13:30-14:45

Days: MW

Location: Winston 005

Restrictions: Restricted to first semester UHP freshmen.

Instructor: Dr. Sanem Soyarslan, Assistant Professor

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.

Description:

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

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

HON 296-003

Title: A Global History of American Food

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives; Global Knowledge

Time: 13:30-14:45

Days: TuTh

Location: Patterson 208

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Chad Ludington, Teaching Assistant Professor

Chad Ludington studied history at Yale University as an undergraduate, but before pursuing his doctorate at Columbia University he had a variety of jobs and adventures. To wit, he played professional basketball in France, traveled very slowly by train from Seville to Hong Kong, worked as a prep chef, a wine store salesman, and a genealogist for a Franco-Irish-English-American Family. While in graduate school at Columbia he continued to work in a wine store, and was also a high school JV basketball coach. He is proud to say that his team was the second-best JV high school team in a metropolitan area of over 8 million people. Admittedly, that metropolitan area was London and not New York City. Related to my historical interest in food and wine, he spends an inordinate amount of time cooking, thinking about food, and contemplating what wines will complement the food he is making.

Dr. Ludington's research interests have focused on the connections between political culture, political thought, and material culture in England, Scotland, and Ireland (c. 1500 to c. 1860) in a European and Atlantic context. He has published works on the history of British and Irish political thought, the Huguenot Diaspora in Ireland, and the political meanings and uses of wine in England and Scotland. He recently completed his first book, *The Politics of Wine in Britain: A New Cultural History* (Basingstoke: Palgrave Macmillan, 2013). He argues that the taste for wine, meaning what wine one consumed and how one consumed it, was an expression of political beliefs (and therefore party allegiance), competing conceptions of masculinity, social class, and social aspirations. Consequently, the taste for wine both reflected and helped to construct political power. As well as being a major study of political culture during the very time the British state was being created, his book is a methodological attempt to move beyond the years of theorizing about "New Cultural History," and actually to write it. Thus, his book endeavors to reconcile the materialist insights of social historians of the previous generation and the dexterous decoding of language, cultural practices, and material objects that is the distinguishing feature of more recent cultural history.

Dr. Ludington's current research interests include a global history of cheddar cheese, and a study of the role of Irish merchants in the invention of first growth Bordeaux wines, the wines for which the region is most famous.

Description:

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

HON 345-001

Title: On the Human

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives; Humanities (Philosophy)

Time: 10:15-11:30

Days: TuTh

Location: HVC Conference Room (202)

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Gary L. Comstock, Professor of Philosophy

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.

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

Title: Music and Social Life

Credit: 3 credit hours

GEP category: Visual & Performing Arts (Additional Breadth)

Time: 10:15-11:30

Days: TuTh

Location: Price Music Center 120

Restrictions: Restricted to students in the University Honors Program.

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

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.

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.

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?