

UNIVERSITY HONORS PROGRAM

Spring 2014 HON seminars

HON 290-001

Title: Frauds and Mysteries in History

Credit: 3 credit hours

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

Time: 10:15-11:30

Days: TuTh

Location: Withers Hall 00115

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Alicia Ebbitt McGill, Lecturer

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:

Frauds and Mysteries in History will introduce students to myths, mysteries, and misconceptions that surround history, archaeology, and our understandings of the past such as alien visitations, pyramid mania, archaeoastronomy, and Atlantis. We will examine reasons why people are fascinated by the past, common logical fallacies invoked in historical myths, and how the past 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 about ancient cultures and history.

Assignments and activities will include debates about popular representations of the past, website analyses, and collecting data to disprove hoaxes. Analysis of popular representations of the past will help students to be more critical consumers of information in general. An integral component of this course is for students to reflect upon their own beliefs about history and ancient cultures.

HON 290-002

Title: Revenge and Vengeance in the Ancient World

Credit: 3 credit hours

GEP category: Humanities (History)

Time: 13:30-14:45

Days: TuTh

Location: HVC Conference Room

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Molly M. 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 seminar explores the morals and ethics of revenge and vengeance in Greco-Roman antiquity. First, we 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 examine a range of examples from the ancient world, drawing on epic, tragedy, law, mythology and history. 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 their concept of justice 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* and we will discover that like his Greek counterparts, Aeneas will also kill in the name of vengeance and the gods will 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 turn to other examples of revenge and vengeance from tragedy, mythology, history and law. In tragedy and mythology there are many tales of scorned women (such as Medea, Clytemnestra and Juno) who use revenge and vengeance to get back at the men who wronged them or their families. We will ask how these examples of revenge and vengeance compare to those we saw involving men and war in the epics to inquire if gender has any effect on the morals and ethics of revenge and vengeance. "Real life" acts of revenge and vengeance may be drawn from history; for example, in 1st-cent. B.C. Rome Octavian justified civil war against Brutus, Cassius and their faction by saying that he was seeking vengeance for his murdered adoptive father, Julius Caesar. It is illuminating to compare these literary and historical examples to Greek and Roman law in order to ask what is permitted under the law and how far one is allowed to go to seek justice oneself through revenge, vengeance and vendetta.

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

Title: Representations of Spirituality in Fiction and Film

Credit: 3 credit hours

GEP category: Humanities (Literature)

Time: 13:30-14:45

Days: MW

Location: Winston 00012

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Thomas P. 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 295-001

Title: Self, Schooling, and the Social Order

Credit: 3 credit hours

GEP category: Social Sciences

Time: 15:00-16:15

Days: MW

Location: HVC Conference Room

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Aaron J. Stoller, Lecturer/Assistant Director

Dr. 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, a 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: Code Breakers: Unveiling the Mysteries of One Human Language

Credit: 3 credit hours

GEP category: Social Sciences

Time: 09:00-09:50

Days: MWF

Location: Clark Hall 205

Restrictions: Restricted to students in the University Honors Program.

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

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.

Description:

This course will introduce you to the architecture of one language. As a class we will work from scratch with a speaker of a language that none of us know, with the goal of unlocking the mysteries of that language at all levels—sound system, word formation, sentence structure, semantics and pragmatics. In essence, you will be introduced to techniques of linguistic and anthropological research and analysis through direct work with a native speaker of an unfamiliar language. By working with a native speaker consultant in the classroom, we will approximate in some way what it is like to do fieldwork. In this class, you will learn how to elicit field data through direct questioning and gathering of texts, how to organize field data, how to prepare entries in a field dictionary, and how to organize and write a grammar. At the end of the class you will be asked to present a mini-description of the language. Students will meet with the native speaker in the class as well as for 30 minutes outside of class to investigate one aspect of the language's grammar. We will also discuss the rewards, difficulties, and responsibilities of fieldwork. No previous courses in linguistics are required. The identity of the language will be revealed on the first day of class.

HON 296-001

Title: Representing Animals

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives

Time: 15:00-16:15

Days: MW

Location: Tompkins G0126

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. John D. Morillo, Associate Professor

Dr. John Morillo has been teaching Eighteenth-Century and Romantic literature at NC State for twenty years, and directed Graduate Programs in English from 2002-2005. In 2013 he was awarded both the College of Humanities and Social Sciences Outstanding Teacher Award and the Alumni Association Outstanding Teacher Award. He enjoys teaching literature and theories of literary interpretation, the rise and fall of genres, and foundations of research in the humanities. He has taught all ranks and ages of students in graduate and undergraduate programs. He has been a member of the board of directors for First Year Inquiry Classes for freshmen, and has taught classes for that program, as well as English Honors courses.

His research has focused on the relationship between the Neoclassical and Romantic periods, and the history of representations of emotion in literature and criticism during those periods in Britain, and he has published in all of those areas. He is now interested in human-animal relations in the same periods. His own undergraduate degree is from Reed College, where he majored in English and minored in French, and his MA and PhD are from the University of Chicago. He likes to play music and to build things, including fish ponds and HO-scale train layouts. His pets include a fire-bellied newt over thirty years old. In the best of all possible worlds he would spend more time playing tennis and music, fly-fishing, and traveling with his family, Andrea Atkin, who works in NCSU's First Year College, and William, who is a student at Martin Middle.

Description:

How and why have people represented animals in words and images? How has it changed from the classical period to the present? What do different fields suggest can be known about animals, why does that knowledge matter, and to whom? Are they granted consciousness, ethical importance, spirit, or independent agency? Are they seen as more suitable a subject of knowledge for children or for adults? Do they have a place and stake in human politics, and if so, why? Readings will necessarily be selective rather than exhaustive, and will include examples from fiction, non-fiction, and poetry, and from English, American, and some other literatures in translation. As a course grounded in literature and taught by an English professor, the importance of how these fields write about their animal subjects and construct them rhetorically as objects of knowledge and interest will be central, but visual representations (film, video, TV, advertising) will complement the readings.

HON 296-002

Title: Interpreting American Cultures

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives; US Diversity

Time: 11:45-13:00

Days: TuTh

Location: HVC Conference Room

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Jennifer Anne 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:

What does it mean to study America? What does it mean to be an American? This course will provide an introduction to the interdisciplinary study of American culture through an exploration of questions asked and methods used for studying texts, objects, and people in the field of American Studies. Though these methods are applicable across time, our focus will be primarily on twentieth- and twenty-first-century American experiences and cultures, and topics to be considered include literary and popular texts, music, clothing, and historical and contemporary accounts of everyday lives. By the end of the course, students will be able to produce textual and cultural analyses of written and physical objects, as well as to conduct research with living people using ethnographic tools. This course will include one field trip arranged through the Honors program.

HON 296-003

Title: A Global History of American Food

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives

Time: 11:45-13:00

Days: TuTh

Location: Patterson Hall 00208

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Charles 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 297-001

Title: Pollination: Biology & Economics

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives

Time: 11:45-13:00

Days: TuTh

Location: FYC Commons 00108

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. John T. Ambrose, Alumni Distinguished Undergraduate Professor Emeritus; Dean Emeritus of DUAP

Dr. Ambrose is a long time faculty member and administrator at NC State University. He earned his MS and PhD degrees from Cornell University in Apiculture (honey bees) and Social Insect Behavior. He is also a retired US Navy Captain. He started work at NC State in the Dept. of Entomology as an Assistant Professor and the Extension Apiculturist in 1975, as well as being appointed as the Executive Director of the NC State Beekeepers Association. His research areas were apiculture (including bee diseases and parasites) and pollination. He is the recipient of NC State's Outstanding Teacher Award, Member of the Academy of Outstanding Teachers at NC State, recipient of the Entomological Society's Outstanding Teacher Award, and recipient of NC State's Alumni Outstanding Undergraduate Teacher Award. From 2000-2012 he worked in a number of administrative positions in the Division of Undergraduate Academic Programs ranging from Director of the First Year College to Dean of the Division. Since 2012 he has been in Phased Retirement with his emphasis on teaching. His interests are apiculture, pollination, social insect behavior and the association of man and insects over time and today.

Description:

The pollination of our foods is of utmost importance to our society and to our standard of living, both in the US and throughout the world. This course takes a look at the seemingly wide array of biotic pollinators including insects, birds, bats, small mammals, man, etc. Emphasis is placed on the honey bee as our premier pollinator with a close look at its biology, behavior, economics, and association with man. We then go on to compare the other pollinators with the honey bee which is unfortunately seriously declining in numbers throughout the world. We also look at the economics of pollination and the impact of such factors as succession and global warming on our pollinators. We finish the semester by examining a world without honey bees: what it would be like and what we could do about it.

HON 299-001

Title: Music of the Celtic World

Credit: 3 credit hours

GEP category: Visual & Performing Arts; Global Knowledge

Time: 11:45-13:00

Days: TuTh

Location: Price Music Building, Room 120

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Alison E. Arnold, Teaching Assistant Professor

Dr. Alison Arnold is Assistant Teaching Professor of Music and Arts Studies at North Carolina State University, where she teaches courses in world music, music of Asia, and cross-cultural arts. She also teaches in the FYI (First Year Inquiry) program and for the Arts Forum (Arts Village). Together with colleague Dr. Jonathan Kramer, she was nominated for the 2007-2008 Gertrude Cox award for Innovative Excellence in Teaching and Learning with Technology. Prior to joining the NCSU Music faculty, Dr. Arnold taught at The Colorado College, Penn State University at Abington, Drexel University, and the University of North Carolina at Chapel Hill. She completed her Bachelors degree in music at the University of Liverpool, England, and her Masters and Ph.D. in Musicology with a concentration in Ethnomusicology at the University of Illinois at Urbana-Champaign. She is also an active performing musician, playing in four Celtic music bands. Since 2005, she has run a traditional Irish Music Session at NC State, open to all NCSU students, faculty, and staff, as well as local community members and visitors.

As an ethnomusicologist, she has carried out research, presented conference papers, and published articles on Indian film and popular music, Asian Indian music in the U.S., and Vietnamese Montagnard music in North Carolina. In 2010, she was an invited keynote speaker at the Asian Popular Music International Workshop at the University of Heidelberg, Germany. She edited the South Asia Volume of The Garland Encyclopedia of World Music (2000), and is currently writing an online Music textbook with associate Dr. Jonathan Kramer titled (provisionally) What In The World Is Music? She served as Vice President and President of the Society for Ethnomusicology, Southeast and Caribbean Chapter, 2002-2004, and organized a joint regional conference with the North Carolina Folklore Society at NC State University in 2005.

Description:

This course will explore the diverse musics of the Celtic world, ranging from the folk and popular traditions of Ireland and Scotland to the musics of Wales, Brittany (France), and Galicia (Spain), and more recently Cape Breton and Newfoundland (Canada), and the United States. Through history, literature, poetry, spirituality, mythology, live and recorded music and dance performance both in and outside the classroom, students will have the opportunity to experience Celtic musical practices of the past and present.

HON 310-001

Title: The Creative Process in Science--Realities, Comparisons, and Cultural Perceptions

Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives

Time: 10:15-11:30

Days: TuTh

Location: HVC Multipurpose Room

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. Richard L. Blanton, Professor and Director

Dr. Larry Blanton is the Director of the University Honors Program, Professor of Plant Biology, and Director of Graduate Programs for the Department of Plant Biology.

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

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

He was co-editor with Roman Taraban (TTU-Psychology) of "Creating Effective Undergraduate Research Programs in Science: The Transformation from Student to Scientist" (New York: Teachers College Press, 2008).

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 310-002

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Credit: 3 credit hours

GEP category: Interdisciplinary Perspectives

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HON 341-001

Title: Time Travel

Credit: 3 credit hours

GEP category: Humanities (Philosophy); Interdisciplinary Perspectives

Time: 08:30-09:45

Days: TuTh

Location: Winston 00005

Restrictions: Restricted to students in the University Honors Program.

Instructor: Dr. John W. Carroll, Professor

John W. Carroll is Professor of Philosophy in the Department of Philosophy and Religious Studies. His specializations are metaphysics and the philosophy of science, especially the topics of laws of nature and causation. His article, "The Humean Tradition" was reprinted in *The Philosopher's Annual*, as one of the top ten philosophy articles to appear in print in 1990. His work also includes *Laws of Nature* (Cambridge University Press, 1994), *Readings on Laws of Nature* (University of Pittsburgh Press, 2004), *An Introduction to Metaphysics* (Cambridge University Press, 2010), and scholarly articles appearing in *British Journal for the Philosophy of Science*, *Philosophy of Science*, *Philosophical Review*, and *Philosophical Studies*. For more information, see <http://www4.ncsu.edu/~carroll/hpage.htm>.

Description:

This is a course in contemporary metaphysics addressing the philosophical paradoxes of time travel. Contemporary metaphysicians argue that time travel is possible. Their arguments are based on sophisticated theories about time, identity-over-time, causation, and free will. We will consider each of these topics and others, always with an eye to their implications about time-travel. One unusual feature of the course will be the occasional use of science fiction to focus our discussions. (Don't miss the two movie nights for viewings of *12 Monkeys* and *Primer*.) Students taking this course will approach many familiar questions with unfamiliar depth and rigor, thus becoming poised to understand the true nature of reality.

HON 345-001

Title: On Being Human

Credit: 3 credit hours

GEP category: Humanities (Philosophy); Interdisciplinary Perspectives

Time: 10:15-11:30

Days: TuTh

Location: HVC Conference Room

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 398-004

Title: Race, Intelligence and Eugenics: For Whom the Bell Curve Chimes

Credit: 2 credit hours

GEP category: N/A

Time: 10:15-11:30

Days: TuTh

Location: Clark Hall 205

Restrictions: Restricted to students in the University Honors Program.

Instructor: Ms. Carolyn P. Veale, Assistant Director

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 identity development, social justice, and multi-cultural issues in educational and organizational settings.

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 American and in 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 society and in particular the state of North Carolina.