

UNIVERSITY HONORS PROGRAM

Fall 2016 HON seminars

Course #	Title	Instructor	GEP	GEP	Time/day	Location	Credits	Notes
HON 202-001	Shakespeare and Leadership	Blackley	HUM-LIT		T/Th 8:30-9:45AM	TOG115	3	FRESHMAN ONLY
HON 202-002	Metamorphosis and Metaphor	Grimwood	HUM-LIT		M/W 10:15-11:30AM	TOG113	3	FRESHMAN ONLY
HON 202-003	Metamorphosis and Metaphor	Grimwood	HUM-LIT		M/W 11:45-1:00PM	TOG113	3	FRESHMAN ONLY
HON 202-004	Literary Critiques and Contexts in Twentieth-Century America	Nolan	HUM-LIT		T/Th 1:30-2:45PM	TOG115	3	FRESHMAN ONLY
HON 202-005	Representations of Spirituality in Fiction and Film	Phillips	HUM-LIT		T/Th 3:00-4:15PM	WN00020	3	FRESHMAN ONLY
HON 290-001	Socrates and Athens	Pryzwansky	HUM-HIST	GK	T/Th 11:45-1PM	HVC Conf.	3	
HON 290-002	North Carolina: Centuries of Contrast and Change	Mobley	HUM-HIST		T/Th 10:15-11:30AM	HVC Multi.	3	
HON 295-001	Conservative Tradition in the West	Taylor	SS		MW 3:00-4:15PM	CA 212	3	
HON 295-002	Diversity and Ecological Justice	Easley	SS	USD	T 6-8:45PM	JOR 1218	3	FRESHMAN ONLY
HON 296-001	Interpretive Machines	Fyfe	IP		T/Th 1:30-2:45PM	WN00020	3	FRESHMAN ONLY
HON 296-002	Politics and Literature	Kessler	IP		T/Th 3:00-4:15PM	HVC Conf.	3	
HON 296-003	Religion and Freedom	Bivins	IP		T/Th 1:30-2:45PM	Withers 344	3	FRESHMAN ONLY
HON 296-004	Outbreak	Carson	IP		W 1:30-4:15PM	HVC Multi.	3	
HON 300-001	Race, Membership, Eugenics	Veale	USD		M/W 1:30-2:45PM	Clark Hall 205	3	
HON 345-001	On the Human	Comstock	IP	HUM-PHIL	T/Th 10:15-11:30AM	HVC Conf.	3	
HON 347-001	Freedom and the Self	Hinton	IP	HUM-PHIL	T/Th 11:45-1PM	Winston 005	3	FRESHMAN ONLY
HON 391-001	Music and the Social Life	Kramer	VPA		T/Th 11:45-1PM	PMC 00110	3	
HON 398-001	Cultures of Research Funding	Orcutt	No GEP		F 3:00-3:50	HVC Conf.	1	

HON 202-001

Course title: Shakespeare and Leadership

GEP category: HUM-LIT

Time/days: T/Th 8:30-9:45AM

Location: T0G115

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Blackley, Associate Professor, English

Brian Blackley is a Raleigh native who received his B.A. and M.A. degrees at N.C. State, his Ph.D. from the University of Kentucky. He has taught at NC State University since 1993, and serves as the English Department Scheduling Officer and Assistant Head. He has publications on various poets of the English Renaissance and Shakespeare, and is a contributing editor to the John Donne Variorum "Satyres" volume. For fifteen years he was Managing Editor of the John Donne Journal. He also has been the recipient of outstanding teaching awards from CHASS and the Alpha Phi Foundation. A former Charlotte-Mecklenburg police officer and active duty US Navy Lieutenant, he has overarching interests in civilization and war.

Course description:

Between February 2, 1585, when Shakespeare's twins Hamnet and Judith were baptized in Holy Trinity Church of Stratford-Upon-Avon, and 1592, when the poet Robert Greene insulted his new rival Shakespeare as an "upstart crow" in the pamphlet *A Groatsworth of Wit*, is a span of time known as Shakespeare's "lost years" because of the absence of any proof of where he was or what he was doing. One idea that has been discredited is that Shakespeare joined the army about the time of the Spanish Armada (1588) when so many men did, and this conjecture gave birth to the notion of "Sergeant Shakespeare." But the argument has never died despite its lack of proof, largely due to the remarkably astute and sympathetic presentation of both good and bad leadership, particularly in war, that appears in his plays. Whatever else one might hypothesize, Shakespeare knew leaders. This course will examine several plays, including *Richard II*, *I Henry IV*, *Henry V*, *Julius Caesar*, and *King Lear*, to examine Shakespeare's presentation of the characteristics and capabilities of leadership and its importance in all levels of society. Primarily the tri-partite elements of authority, responsibility, and accountability will be the means the class will employ to assess these dramatizations of leadership. Film versions of the plays will be used in the course regularly as sample interpretations and principles in demonstration. In addition, the class will take several self-evaluative tests on leadership types and traits, examining what natural assets the students bring to leadership roles as well as what challenges they might need to consider as well.

HON 202-002

Course title: Metamorphosis and Metaphor

GEP category: HUM-LIT

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

Location: TOG113

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Grimwood, Professor, English

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

Course description:

As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a gigantic insect. With traditions of metamorphosis from Homer and Ovid to the Incredible Hulk and Spider Man, this seminar offers examples from non-Western as well as (primarily) Western cultures. In addition attention will be paid to metamorphic operations generally, including especially metaphor and other figures of speech, translation, and cross-media adaptation. Readings are from Ovid's *Metamorphoses*, Dante's *The Divine Comedy*, Shakespeare's *A Midsummer Night's Dream*, Chesnut'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 202-003

Course title: Metamorphosis and Metaphor

GEP category: HUM-LIT

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

Location: TOG113

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Grimwood, Professor, English

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

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HON 202-004

Course title: Literary Critiques and Contexts in Twentieth-Century America

GEP category: HUM-LIT

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

Location: TOG115

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Nolan, Assistant Professor, English

Dr. Jennifer Nolan is an Assistant Professor in the English Department who earned her Ph.D. in American Studies from the University of Maryland, College Park and teaches courses on approaches to twentieth-century U.S. literature and culture from literary and interdisciplinary perspectives. Her research and publications focus on twentieth-century U.S. print culture and reading practices, with an emphasis on the materiality of reading and popular magazine and paperback editions of works by major American authors such as F. Scott Fitzgerald and William Faulkner. 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. She will also serve as the program director for the 2017 F. Scott Fitzgerald Conference in St. Paul.

Course description:

This course will focus on the intersections between several key works of twentieth-century American literature and the historical and social contexts that framed their production and reception. Our investigations will take us from the frivolity of the Roaring Twenties (as expressed and critiqued by F. Scott Fitzgerald and T.S. Eliot), into the complex ethics of the Jim Crow South (as seen in the short stories, novels, and poetry written by William Faulkner, Richard Wright, Zora Neale Hurston, Flannery O'Connor, Gwendolyn Brooks, and Ernest Gaines), and through challenges to the conformity of post-war America through representations of order, disorder, and deviance (in the novels of Shirley Jackson and Ken Kesey). We will also consider how society frames and influences the interpretation of literature through explorations of the popular magazine publications of F. Scott Fitzgerald and William Faulkner, contemporary reviews and scholarly articles on many of our works, and the translation and transformation of Ken Kesey's *One Flew Over the Cuckoo's Nest* from page to screen. Through combining literary and textual analysis with historical and cultural approaches, students will gain a nuanced understanding of the complex relationships between twentieth-century American literature and society.

HON 202-005

Course title: Representations of Spirituality in Fiction and Film

GEP category: HUM-LIT

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

Location: WN00020

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. 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:

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.

Students will be asked to engage with readings ranging from literary to theoretical texts on the nature of religious experience and expression. Most films will be viewed outside of class at a designated time and place or at the student's convenience, though we may also watch clips in class. Evaluation will be based on class participation, one response essay, a longer research-based essay, a mid-term and a final exam

HON 290-001

Course title: Socrates and Athens

GEP category: HUM-HIST; GK

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

Location: HVC Conference

Credits: 3

Restrictions:

Instructor: Dr. Pryzwansky, Lecturer, History

Molly Pryzwansky received her B.A. in Classical Civilizations (1999) from Wellesley College (Phi Beta Kappa, magna cum laude, with honors in Classical Studies). Her Ph.D. in Classical Studies (2008) 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. She was Research Associate (rédacteur) for *L'Année Philologique*, American Office, from 2011-2016. Recent publications include an article on the reception of Cornelius Nepos ("Cornelius Nepos: Key Issues and Critical Approaches," *Classical Journal* 105.2 [2009-10]: 97-108), and reviews of Donna Hurley's translation of Suetonius' *The Caesars* (*Classical Bulletin* 86.1-2 [2010]: 219-221) and of Jo-Ann Shelton's *The Women of Pliny's Letters* (*Classical Journal*, *CJ Online*, 2014.01.06). She has recently spoken at the annual meetings of the American Philological Association, the Classical Association of the Middle West and South, and the Archaeological Institute of America.

Course description:

In 399 B.C., Socrates was tried in an Athenian court on charges of "refusing to recognize the gods recognized by the state and of introducing other new deities" (Diogenes Laertius, *Life of Socrates* 19). His accusers added that he was "also guilty of corrupting the youth" (Ibid.). Scholarly opinion on the justice of the trial has been mixed. While some have seen the finding of Socrates' guilt and his subsequent execution as a miscarriage of justice, others have considered Socrates guilty as charged. As Robert Parker writes, "Perhaps no execution has been as much discussed as Socrates', except that of Jesus" (1996, 199). This course examines the trial of Socrates in its historical, political, and legal setting in early 4th-cent. Athens, considering the turbulent political situation in Athens at the end of the Peloponnesian War (404 B.C.) and during the regime of the so-called Thirty Tyrants (404-403 B.C.), how Athenian democracy and courts functioned, and whether there were legal precedents for trying Socrates on such charges. Since Socrates left no writings of his own, we will ask what we know about Socrates, and Athenian opinion of him, based on the dialogues of Plato, in which Socrates is a main character; the *Life of Socrates* by Diogenes Laertius; and the farcical comedic play *Clouds*, in which Aristophanes lampoons Socrates on stage. Our knowledge of the trial comes primarily from two texts of the same name, *Apology*, by Plato and Xenophon, and from Plato's dialogues about Socrates' response to his trial (*Crito*) and his death (*Phaedo*). These philosophical and comedic texts will prompt us to explore the nature and value of historical sources: can we use comedic stage plays to write history? May philosophical texts be considered "historical" sources? Is it a problem that the two texts we have about Socrates' trial were written by his students, who might be sympathetic to him? 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 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 290-002

Course title: North Carolina: Centuries of Contrast and Change

GEP category: HUM-HIST

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

Location: HVC Multipurpose Room

Credits: 3

Restrictions:

Instructor: Dr. Mobley, Lecturer, History

Joe Mobley, a native North Carolinian and an NCSU alumnus, teaches North Carolina history in the Department of History. He is the author of several articles and books related to the history of the state. His book "War Governor of the South": Zebulon B. Vance in the Confederacy received the 2006 North Caroliniana Book Award, presented annually for the best book on North Carolina history. His book on Governor Richard Caswell is scheduled for publication in the spring of 2016.

Course description:

The course provides an understanding of the history of North Carolina from before European exploration to the present day. It covers the major people, events, and movements that shaped the history of the state. In addition to receiving written assignments, students will participate in oral discussions about significant milestones in the political, economic, and social development of the state. The discussions will involve the students' observations and opinions about those turning points and their relevance to significant changes and growing diversity in the South, past and present.

HON 295-001

Course title: Conservative Tradition in the West

GEP category: SS

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

Location: CA 212

Credits: 3

Restrictions:

Instructor: Dr. Taylor, Professor, Political Science

Andrew J. Taylor is professor of Political Science in the School of Public and International Affairs at NC State University. He received his Ph.D. from the University of Connecticut and teaches courses in American politics, including Introduction to American Government, the Presidency and Congress, the Legislative Process, Public Choice and Political Institutions, and the Classical Liberal Tradition. He also teaches for the Distance Education program at NC State. He won the College of Humanities and Social Sciences' Poole Outstanding Teacher Award in 1999 and its Outstanding Researcher Award in 2014. Taylor received NC State's Extension Service Award in both 1999-2000 and 2003-4. He is a native of the United Kingdom. His research focuses on American governmental institutions. He has published in many journals including the American Journal of Political Science, Journal of Politics, Legislative Studies Quarterly, Political Research Quarterly, and American Politics Research and is the author of the books, *Elephant's Edge: The Republicans as a Ruling Party* (Praeger, 2005), *The Floor in Congressional Life* (University of Michigan Press, 2012), *Congress: A Performance Appraisal* (Westview Press, 2013), and, with Toby L. Parcel, *The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments* (UNC Press, 2015). He is a recipient of a U.S. State Department grant and Dirksen Congressional Center research awards and, with Steve Margolis of Economics, runs the Economic, Legal, and Political Foundations of Free Societies program that is supported by a grant from the John William Pope Foundation. Taylor also provides political commentary for a number of local media outlets, such as WUNC and WRAL-5 television, and writes a monthly column for Carolina Journal. In 1999-2000 he was the American Political Science Association's Steiger Congressional Fellow. He was chair of NC State's Department of Political Science from 2006 to 2010 and in 2012-13 President of the North Carolina Political Science Association.

Course description:

This course is a survey of conservative political thought in the west, with particular emphasis on the United States and Britain, from Plato to today. The approach is largely chronological with a focus on key personalities--thinkers and political leaders--such as Aquinas, Burke, Disraeli, and Kirk--and institutions--like the British Conservative Party and American Republican Party. Students will explore the central tenets of conservatism and understand how it differs from both modern and classical liberalism. They will also examine conservative critiques of contemporary western societies.

HON 295-002

Course title: Diversity and Ecological Justice

GEP category: SS; USD

Time/days: T 6-8:45PM

Location: JOR 1218

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Easley, Lecturer, English

Dr. Thomas R. Easley is a native of Birmingham, Alabama. He has held positions with the US Forest Service and other non-profits. Easley earned his undergraduate degree in forest science from Alabama A&M University and his master's degree in Forest Genetics from Iowa State University, and his doctorate in Adult Education from NC State University, where his research focus was STEM Faculty Perceptions of Matters of Diversity. In his role as the Diversity Director he teaches courses, counsels students, consults with faculty and staff on programming ensuring they are inclusive to all populations. With his background in forestry and diversity he has co-taught courses in Sweden on forest practices. He also taught courses study abroad courses on Landscapes in Ecotourism in Ghana, West Africa. He also teaches CNR's USC 110 Course and Diversity and Environmental Justice Course. Easley is a motivational speaker, Pastor and fitness coach. Lastly, Dr. Easley is also a musician and is known by RaShad in the world of music.

Course description:

Diversity means difference, but it is a part of everything that we do. Diversity is also a part of how we engage with our environments. Ecology deals with the interactions between organisms and their environment.

In this course we will address how diversity influences ecology and how ecology influences diversity. Through exploration of identity, lived experiences, and personal understanding(s) we will see how unique and similar we are. Through exploration of ecology we will understand how our environments impact us, but that we can positively make changes in our environments if we work together. Throughout this semester we will analyze various aspects of diversity and learn how we are situated in our own identities. Then we will examine ourselves individually and socially to further understand our human and civic responsibility to improving our environments. In this class we will learn about the environment through research and interactive presentations by environmental leaders that will teach us how to apply diversity in decision making and environmental stewardship

HON 296-001

Course title: Interpretive Machines

GEP category: IP

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

Location: WN00020

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Fyfe, Associate Professor, English

Paul Fyfe is associate professor in the Department of English and coordinator of NC State's Graduate Certificate in Digital Humanities. His research and teaching areas include British Victorian literature, the history of print and communications media, and a broad spectrum of digital humanities practices including historical visualization, data mining, digital pedagogy, and scholarly communications. He has published on Victorian studies topics including the books *By Accident or Design: Writing the Victorian Metropolis* (Oxford UP, 2015) as well as *Victoria's Lost Pavilion: From Nineteenth-Century Aesthetics to Digital Humanities* (Palgrave Macmillan, forthcoming 2016), co-authored with an interdisciplinary team working on a virtual model of that building. He is currently pursuing analytics work on digitized nineteenth-century newspapers as well as studies of material texts from the Victorian era, supported by an Andrew S. Mellon Fellowship in Critical Bibliography at Rare Book School. Find him on Twitter as @pfyfe.

Course description:

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

HON 296-002

Course title: Politics and Literature

GEP category: IP

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

Location: HVC Conference

Credits: 3

Restrictions:

Instructor: Dr. Kessler, Associate Professor, Political Science

Dr. Sanford Kessler, Associate Professor, Department of Political Science. Professor Kessler teaches political theory and American political thought at NC State. He is a member of the NC State Academy of Outstanding Teachers and the recipient of the NC State Alumni Association Outstanding Teacher Award. 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 literature and American political thought. Our central text will be Tocqueville's *Democracy in America*, perhaps the greatest work of political philosophy ever written about the United States. Topics include American politics, race, religion, science and technology, America's national character, the American dream and more. Works of literature include the autobiographies of Benjamin Franklin and Malcolm X, *Democracy* by Henry Adams, *The Great Gatsby* by F. Scott Fitzgerald, *Brave New World* by Aldous Huxley, "The Birthmark" by Nathaniel Hawthorne, and "Bartleby the Scrivener" and "Benito Cereno" by Herman Melville.

HON 296-003

Course title: Religion and Freedom

GEP category: IP

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

Location: Withers 344

Credits: 3

Restrictions: Restricted to Freshman only

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

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

Course description:

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

HON 296-004

Course title: Outbreak

GEP category: IP

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

Location: HVC Multipurpose Room

Credits: 3

Restrictions:

Instructor: Dr. Carson, Associate Professor, Plant and Microbial 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 peerreviewed papers in the area of course and curriculum development. She has mentored over 100 undergraduate students in research projects and is the PI and Director of the National Science Foundation (NSF)-funded Integrative Molecular Plant Systems Research Experience for Undergraduates (REU) Program. She serves on the Leadership Council of the National Science Foundation BIO REU, and on the Board of Directors of the Wake County Beekeeping Association. In her free time, Dr. Carson enjoys vegetable gardening, bee keeping, running, spending time with her husband and daughter, and avoiding rabid raccoons and shaking hands with anyone who might have avian flu.

Course description:

The course "Outbreak" will provide students the opportunity to investigate infectious disease outbreaks from multiple perspectives, including 1) the biology of the etiologic agent, 2) the clinical implications of the disease, 3) social, economic and political reasons for the disease spread, and 4) potential therapeutics or practices to limit the disease. Possible disease outbreaks to investigate include historical outbreaks (e.g. smallpox, Spanish flu, polio, plague) and current ones (e.g. Ebola, swine and avian flu, resurgence of measles or whooping cough in Western nations, malaria, dengue, cholera). Students will create the content of the course through research teams assigned to investigate each perspective of the disease, and then coming together to study how the different issues affect one another. This is not a lecture course; students will be guided in their own discovery. Student research and presentation will play a significant role in the class. Grades will be based on multiple student presentations, written reflection responses, class participation, and a final creative project.

HON 300-001

Course title: Race, Membership, Eugenics

GEP category: USD

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

Location: Clark Hall Conference Room

Credits: 3

Restrictions:

Instructor: Ms. Veale, Assistant Director, University Honors Program

Carolyn Veale is Assistant Director for the University Honors Program. Her primary focus in the position includes 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 345-001

Course title: On the Human

GEP category: IP; HUM-PHIL

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

Location: HVC Conference

Credits: 3

Restrictions:

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

Gary L. Comstock is a professor of philosophy at NC State who does research on ethical questions in the biological sciences. He has written one book, *Vexing Nature? On the Ethical Case Against Agricultural Biotechnology*, which was called a "watershed" in the discussion of genetically modified foods. Another critic wrote that the book's nuanced treatment of both sides of the issue is "virtually unprecedented in applied philosophy." Comstock also edited the books *Life Science Ethics*, *Religious Autobiographies*, and *Is There a Moral Obligation to Save the Family Farm?*. For two years he was a Fellow at the National Humanities Center. He spends his free time listening to string quartets, dragging his walker at noon onto the basketball floor in Carmichael, and wondering what goes on in horses' heads.

Course description:

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

HON 347-001

Course title: Freedom and the Self

GEP category: IP

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

Location: Winston 005

Credits: 3

Restrictions: Restricted to Freshman only

Instructor: Dr. Hinton, Professor, Philosophy and Religious Studies

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

Course description:

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

HON 391-001

Course title: Music and the Social Life

GEP category: VPA

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

Location: PMC 00110

Credits: 3

Restrictions:

Instructor: Dr. Kramer, Teaching Professor, 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: Cultures of Research Funding

GEP category: No GEP

Time/days: F 3:00-3:50PM

Location: HVC Conference

Credits: 1

Restrictions:

Instructor: Mr. Orcutt, Assistant Head of the Collection Management Department, NCSU Libraries

Darby Orcutt's academic background is diverse and interdisciplinary. He has taught at both the undergraduate and graduate levels, and in departments of communication, religious studies, honors, and information science. He holds an M.S. in Library Science, M.A. in Communication Studies, Rhetoric & Cultural Studies, and B.A. in Speech Communication and Religious Studies. His scholarly publications, presentations, and research span cultural studies, comparative religions, popular media, education, library science, and science, technology, and society (STS).

Course description:

All human activity takes place in symbolically-mediated contexts. Even money itself is not a direct resource, but a socially agreed-upon symbol standing in for both material and cultural values. This course will take a rhetorical and cultural studies perspective on external funding for academic research, examining the motivations, methods, and strategies of public and private funders, and including the broad categories of grants, directed research, and technology transfer. This course requires attendance at relevant Research Unplugged events (scheduled in the same time slot and substituting for class meetings in those weeks)