

Spring 2017 HON Seminars

Course #	Title	Instructor	GEP	GEP	Time/day	Location	Credits	Notes
HON 202-001	The Poetry of Work	Laux	HUM-LIT		M/W 1:30PM - 2:45PM	T0G117	3	
HON 293-001	Monstrosity, Madness, and Marginality	May	HUM-LIT		T/Th 11:45AM - 1:00PM	T0G117	3	
HON 295-001	Fraud, Corruption, and Business	Taylor	SS		T 4:30PM - 7:15PM	HVC 202	3	
HON 296-001	Big History: Cosmos, Earth, Life, and Humanity	Gilmartin	IP		T/Th 3:00PM - 4:15PM	HVC 202	3	
HON 296-002	Hip Hop and Civic Engagement	Leonard	IP		T/Th 1:30PM - 2:45PM	HVC 202	3	
HON 296-003	Philosophy of Research	Sklute	IP		M/W 11:45AM - 1:00PM	HVC 202	3	
HON 296-004	Science, Psi, Sasquatch, and Spirits	Orcutt	IP		W 4:10PM - 6:55PM	HVC 202	3	
HON 296-005	The Nile Project: History, Music, and Culture	Kramer	IP		T/Th 8:30AM - 9:45AM	HVC 202	3	
HON 296-006	Living in a Genetically Engineered World	Gould	IP		M/W 4:30PM - 5:45PM	GA 2321	3	
HON 299-001	Music of the Celtic World	Arnold	VPA		T/Th 11:45AM - 1:00PM	HVC 202	3	
HON 300-001	Race, Membership, and Eugenics	Veale	USD		T/Th 1:30PM - 2:45PM	Clark 205	3	
HON 310-001	The Creative Process In Science	Blanton	IP	USD	M 1:30PM - 4:15PM	HVC 201	3	
HON 311-001	Words Through Space and Time	Kershner	SS	GK	M/W 10:15AM - 11:30AM	Clark 205	3	
HON 341-001	Time Travel	Carroll	HUM-PHIL		T/Th 8:30AM - 9:45AM	Winston 005	3	
HON 344-001	Kantian Ethics	Bykova	HUM-PHIL		T/Th 11:45AM - 1:00PM	Winston 005	3	
HON 345-001	On the Human	Comstock	IP	HUM-PHIL	T/Th 10:15AM - 11:30AM	HVC 202	3	

Note concerning GEP Category: The HON 29X courses that have more than one category or that include GK or USD will not automatically slot into the GK or USD category, nor will they slot into a second or third GEP category if more than one is listed. We can manage to get those courses where they belong as long as you are enrolled in a course to satisfy one of the categories we have indicated. This sometimes cannot happen until after the semester has started, but it does happen.

HON 202-001

Course title: The Poetry of Work
GEP category: Humanities (Literature)
Time/days: M/W 1:30PM - 2:45PM
Location: T0G117
Credits: 3 credits
Restrictions:

Instructor: Dorianne Laux, Professor, English

Dorianne Laux's fifth collection, *The Book of Men*, winner of The Paterson Prize, is available from W.W. Norton. Her fourth book of poems, *Facts about the Moon* won The Oregon Book Award and was short-listed for the Lenore Marshall Poetry Prize. Laux is also author of *Awake* (Carnegie Mellon Classic Contemporary) *What We Carry* (finalist for the National Book Critic's Circle Award) and *Smoke*, as well as two fine small press editions, *The Book of Women*, and *Dark Charms*, both from Red Dragonfly Press. Co-author of *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*, she's the recipient of three Best American Poetry Prizes, a Pushcart Prize, two fellowships from The National Endowment for the Arts and a Guggenheim Fellowship.

Widely anthologized, her work has appeared in the Best of APR, The Norton Anthology of Contemporary Poetry and The Best of the Net. In 2001, she was invited by late Poet Laureate Stanley Kunitz to read at the Library of Congress. Her poems have been translated into French, Spanish, Italian, Korean, Romanian, Dutch, Afrikaans and Brazilian Portuguese, and her selected works, *In a Room with a Rag in my Hand*, have been translated into Arabic by Camel/Kalima Press. In 2014 singer/songwriter Joan Osborne adapted her poem, "The Shipfitter's Wife" and set it to music on her newest release, "Love and Hate". *Ce que nous portons* (What We Carry,) translated by Helene Cardona, has just been published by Editions du Cygne Press, Parispp

Course description:

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

HON 293-001

Course title: Monstrosity, Madness, and Marginality

GEP category: Humanities (Literature)

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

Location: T0G117

Credits: 3 credits

Restrictions:

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

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

Course description:

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

HON 295-001

Course title: Fraud, Corruption, and Business

GEP category: Social Sciences

Time/days: T 4:30PM - 7:15PM

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Dr. Eileen Z. Taylor, Associate Professor, Poole College of Management

Dr. Eileen Z. Taylor, an Associate Professor of Accounting at North Carolina State University Poole College of Management, researches whistleblowing, ethics, and accounting information systems. She has published in a range of academic journals, including the *Journal of Information Systems*, *Journal of Business Ethics*, and *Behavioral Research in Accounting*, education journals, including *Issues in Accounting Education* and *C3*, and practitioner journals, including *Journal of Accountancy*, *Strategic Finance*, and *the CPA Journal*. She serves on several editorial boards and is the knowledge resources editor for *Journal of Information Systems*. She has been interviewed for an NPR story on whistleblowing. Dr. Taylor is a CPA in North Carolina, and is a Certified Fraud Examiner. She was faculty advisor for the AICPA Case Competition teams (2011, 2012, 2014), and is the chair of the 2016-17 NCSU Common Reading Selection Committee. She holds a BS, MAC, and PhD, all from the University of South Florida.

Course Description:

Do you ever wonder why people who seem to have it all feel the need to lie, cheat, and steal? People who commit occupational fraud use their positions to steal assets, take bribes, and cook the books. They victimize their co-workers, stockholders, and society – but you can learn how to reduce the chance that this will happen to you.

This course integrates practice and theory to help students understand the reasons behind occupational fraud, as well as master the tools used to prevent and detect it.

The course relies on active learning through role-play, case analysis, group projects, and video, to help students develop an appreciation for ethical dilemmas and individual responsibility. You will apply your newfound knowledge by conducting a fraud examination where you and your team compete to solve a real world fraud case.

Using a critical thinking approach, we will study major US frauds, such as Enron, WorldCom, and Madoff, to learn how fraud occurs, and how organizations can implement internal controls to prevent and detect fraud early on. We will also examine the increasingly important role of whistleblowing in detecting fraud within an organization.

HON 296-001

Course title: Big History: Cosmos, Earth, Life, and Humanity

GEP category: Interdisciplinary Perspectives

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Dr. David P. Gilmartin, Professor, History and Dr. Lucy Laffitte, Forestry and Environmental Resources

David Gilmartin received his Ph.D. from the University of California, Berkeley and has taught at North Carolina State University since the 1980s. His recent publications include *Civilization and Modernity: Narrating the Creation of Pakistan* (Yoda Press, 2014, a collection of essays) and *Blood and Water: The Indus River Basin in Modern History* (University of California Press, 2015). His current teaching and research interests range from the history of rivers (and environmental history), to the history of imperialism, to the history of law, democracy and religion in modern India and Pakistan.

Lucy B. Laffitte, M.Ed, PhD teaches science from the Big Bang to the future, both in-class and on-line. She has published in print, on air, and on the web—writing a newspaper column, founding an award winning environmental radio program, creating certificate programs, and developing digital learning objects for public television. She has a bachelor's degree in natural science from the University of Oregon, a Master's in adult education/instructional design, and a PhD in environmental management from North Carolina State University. She began her three-year term on the board of directors for the International Big History Association in 2016. Past employers include the Oregon Museum of Natural History, Tall Timbers Research Station, North Carolina Museum of Natural Science, Salt River Project, New England Wildflower Society, Rachel Carson Institute, the Nicholas School of the Environment, the Forest History Society, Living Arts College, American Public University, North Carolina State University, North Carolina School of Math and Science, KQED, UNC-TV, and PBS.

Course Description:

This course examines the history of phenomena from the Big Bang forward, intentionally blending scientific and historical ways of knowing. Analytical narratives rooted in transformation and change stretch across the disciplinary boundaries between scientific and humanistic/social scientific modes of understanding. By bringing the physical evolution of the universe, the biological evolution of life on earth, and the social evolution of human of societies within a common narrative frame, this course will examine the structure of cross-disciplinary fertilization in structuring knowledge. We will survey the story of creation, using David Christian's *Maps of Time* as a text. We will begin with the story of the cosmos (the big bang), to the story of life (evolution), to the story of civilizations (agriculture, cities, markets and exchange), to the story of the modern (technology, nations and empires).

We will pay particular attention to the role of chronological narration in integrating and evaluating knowledge. We will thus look at the roles of metaphor and analogy in structuring narratives of causation stretching across disciplinary boundaries. We will also look at the problems of scale and of ideas of “progress” in the construction of “universal” history. This course can count to meet the Interdisciplinary Perspectives requirement within the GEP.

HON 296-002

Course title: Hip Hop and Civic Engagement

GEP category: Interdisciplinary Perspectives

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Dr. Katy E. Leonard, Honors Village Director, University Honors Program

Katy Leonard joined the University Honors Program as the Honors Village Director in 2016. Dr. Leonard received her Ph.D. in Music (Ethnomusicology) from Brown University, her M.A. in Ethnomusicology from the University of Limerick, Ireland, and her B.M. in Music Performance (flute) from Birmingham-Southern College. She has studied and performed Irish/classical flute, Ghanaian drumming and dance, and Javanese gamelan. Dr. Leonard's research interests include bluegrass music, hip hop culture, virtual and physical community, and music and political movements. Her most recent publications focus on rapper/poet Kendrick Lamar, b-boy Richard "Crazy Legs" Colón, rapper/actor Chris "Ludacris" Bridges, and the history of Dirty South rap. She is currently completing research on gospel music in the Birmingham Civil Rights Movement and the history of Irish bluegrass music.

Course Description:

In this seminar, students will critically examine how the elements of hip hop culture (emceeing, deejaying, b-boying/b-girling, and graffiti) are used to enhance the civic life of communities in North Carolina and elsewhere. Students will gain background knowledge in the social and historical context of hip hop and analyze how these art forms enable participants to develop the knowledge, skills, values, and motivation for community impact. We will discuss the ways the culture is engaging communities today through politics, education, and community building. As part of this examination, we will pursue critical hip hop pedagogy, an educational movement based on Paulo FrEire's *Pedagogy of the Oppressed*. Along with our academic study, each student will create an engagement action plan for a community to be selected during the semester. Enrolled students will be expected to complete substantial reading, listening, and writing assignments for the seminar and to examine topics using approaches from the visual and performing arts, sociology, anthropology, and education.

HON 296-003

Course title: Philosophy of Research

GEP category: Interdisciplinary Perspectives

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Dr. Genia Sklute, Associate Director, University Honors Program

Dr. Genia Sklute began her academic path at the Hebrew University of Jerusalem where she earned a B.S in Chemistry. Her training continued at the Technion – Israel Institute of Technology, where she completed Master’s degree studying catalytic antibodies and doctorate focusing on diastereoselective synthesis of chiral quaternary centers. After completing her Ph.D., Dr. Sklute received Fulbright Post-doctoral fellowship and joined the research lab of Dr. Barry Trost at Stanford University.

In 2009 She joined the faculty at WV State University where she became the founding director of the Honors Program. Dr. Sklute joined NC State in Fall 2016 as the Associate Director of the University Honors Program.

Course Description:

This course is designed to develop an overarching understanding of research and its boundaries. Throughout the course students will explore how research manifests in different disciplines. This exploration will include comparison between different approaches to research through analysis of works representing those disciplines. The last three weeks of the semester will be dedicated to discussion of the intersection of ethics and research. Students will investigate the potential ethical problems that may rise and will learn about existing solutions, such as the Institutional Review Board (IRB).

HON 296-004

Course title: Science, Psi, Sasquatch, and Spirits

GEP category: Interdisciplinary Perspectives

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Mr. Darby Orcutt, Assistant Head, Collections & Research Strategy, 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:

Does Bigfoot exist? Are psychic powers real? Can the ghosts of the dead communicate with the living? These are questions we will NOT be answering in this course. Instead, our focus will be on the cultural practice of science and cultural perspectives on science - as illuminated through examination of fields of inquiry generally considered at the fringes or altogether outside of mainstream science. We will ask questions that include: How does and should science draw its boundaries? How is evidence considered both within scientific practice and in social spheres, and how have and do these two realms influence one another? Students will examine historical and contemporary scientific approaches to these areas, engage with scientifically-framed arguments from so-called "skeptics," "believers," and others, and conceive and conduct research within these fields with an eye towards developing an embodied sense of how to conduct scientific inquiry and situate scientific thinking within society and life.

HON 296-005

Course title: The Nile Project: History, Music, and Culture

GEP category: Interdisciplinary Perspectives

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

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

Dr. Jonathan C. Kramer is Teaching Professor of Music and Arts Studies at North Carolina State University, and Adjunct Professor of Ethnomusicology at Duke University. As a cellist, he has performed as principal of the Tucson Symphony and as a member of the San Francisco Opera and Ballet Orchestras and the North Carolina Symphony. Among his teachers are Aldo Parisot, Gordon Epperson, Raya Garbousova, David Wells, Madeline Foley, and Maurice Gendron. He has concertized extensively as recitalist and chamber musician throughout the U.S. as well as in Russia, India, Korea, Canada, Austria, Bulgaria, U. K., Switzerland, and Italy. He has performed with The Mostly Modern series of San Francisco, Mallarme Chamber Players, Duke University Encounters Series, the Piccolo Spoleto Festival, Raleigh Chamber Music Guild; and presented solo concertos with a number of regional orchestras. He has recorded for Albany Records, and Soundings of the Planet Studios. He is on the teaching faculty of the North Carolina School of the Arts Summer Institute and frequently accompanies Rumi translator Coleman Barks in poetry readings. He has served as moderator of the Pedagogy Panel at the American Cello Congress and his An Homage to Pau Casals for cellist and narrator has been presented at Queen Elizabeth Hall, London, the 92nd St. Y in NYC, the Kennedy Center in Washington DC, and elsewhere. Kramer maintains an active cello studio, and former students have attended Juilliard, Peabody, Manhattan, New England Conservatory, and other schools of music.

As ethnomusicologist, Dr. Kramer has been awarded Senior Fulbright Fellowships at Banaras-Hindu University in India and at Chosun University in Kwangju, South Korea. He has lectured on global issues in music and aesthetics in the United States, the U. K., Korea, India, China, Japan, Kazakhstan, and for the Semester at Sea program during their spring, '06 around the world voyage. Dr. Kramer 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. He is co-author with Dr. Alison Arnold of the world music e-textbook "What in the World Is Music" (2015) published by Routledge Textbooks.

Course Description:

The course focuses on contemporary cultural issues in the eleven East-African countries that border the Nile River. Reviewing the history of the region as an introduction, the course will focus particularly on the interplay between music, religious identity, and environmental and cultural sustainability. It aims at understanding African societies in relationship to their environmental and religious/musical landscape and how it has affected identity in contemporary East Africa. The course enables a student to connect how environment, culture, music, and religious affiliations are intertwined. This course is being taught in conjunction with a week-long residency by The Nile Project, a group of Scholars and musicians representing each of the eleven Nile region countries who will be staging performances and seminars dealing with the challenges facing the region. Students will engage with such topics as: East African Nations, Peoples and Societies, Cultures, and Religions; The Nile and its role in East-African culture focusing on Performing Arts – Music, Dance and Drama.

HON 296-006

Course title: Living in a Genetically Engineered World

GEP category: Interdisciplinary Perspectives

Time/days: M/W 4:30PM - 5:45PM

Location: GA 2321

Credits: 3 credits

Restrictions:

Instructor: Dr. Fred Gould, WNR Professor, Entomology and Plant Pathology

Dr. Fred Gould is Co-Director of the Genetic Engineering and Society Center of NC State University and a Distinguished University Professor of Entomology. He studies the ecology and genetics of pests to improve food production and human and environmental health. Dr. Gould's research on the application of evolutionary biology and population genetics to insect pest management has influenced the regulatory framework toward more sustainable deployment of transgenic insect resistant crops. His current work is aimed at developing strategies for using engineered insect vectors of pathogens to decrease malaria and dengue. In 2011, he was elected to the U.S. National Academy of Sciences (NAS). Dr. Gould has served on several NAS-National Research Council (NRC) committees studying the environmental and health effects of the commercialization of genetically engineered crops. He recently chaired the NAS-NRC committee on "Genetically Engineered Crops: Experiences and Prospects". Dr. Gould received his BS in biology from Queens College and a PhD in ecology and evolutionary biology from the State University of New York at Stony Brook.

Course Description:

Since 1996 most US citizens have been consuming genetically engineered foods, but there is strong opposition to these crops in the US and globally. Today you can buy genetically engineered fish in pet stores and it is possible to make genetically engineered dogs and cats. Researchers are developing engineered mosquitoes to eliminate malaria and save endangered species. Soon it will be possible to make engineered humans. This course will provide students with the basic genetics background to understand what can and cannot be done with genetic engineering and what the uncertainties are. We will use sci fi films, ethics literature, and provocative media pieces to frame discussions on how genetic engineering could impact our future and what actions could be taken to influence what that future looks like.

HON 299-001

Course title: Music of the Celtic World

GEP category: VPA

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

Instructor: Dr. Alison Arnold, Teaching Assistant Professor; CHASS – Dean's Office

Dr. Alison Arnold is a Lecturer of Music and Assistant Teaching Professor of 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). Her online Music textbook, co-written with associate Dr. Jonathan Kramer, "What In The World Is Music?" was published in 2015. 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.

Course 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), Galicia (Spain), Cape Breton and Newfoundland (Canada), and the United States. The term "Celtic Music" today refers to a broad spectrum of musics and musical styles, from the commercial and popular to the traditional and regional. Over the course of the semester we will investigate the origin and meanings of the term "Celtic music"; we will explore its diverse instrumental, vocal, and dance traditions, and its varied musical practices, occasions, and purposes; and we will study its significance as an "ethnic" and "world music." Through history, literature, poetry, spirituality, and mythology, we will examine the realities and fictions of the ancient and modern Celtic world. Through live and recorded music and dance performance both in and outside the classroom, we will consider the continuities of Celtic music across time and space, and will experience participatory Celtic music making.

HON 300-001

Course title: Race, Membership, and Eugenics

GEP category: US Diversity

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

Location: UHP Conference Room (Clark 205)

Credits: 3 credits

Restrictions:

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

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

Course Description:

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

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

HON 310-001

Course title: The Creative Process in Science

GEP category: Interdisciplinary Perspectives; US Diversity

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

Location: HVC Multipurpose Room 201(University Honors Village)

Credits: 3 credits

Restrictions:

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

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

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

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

Course Description:

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

HON 311-001

Course title: Words Through Space and Time

GEP category: Social Sciences, Global Knowledge

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

Location: UHP Conference Room (Clark 205)

Credits: 3 credits

Restrictions:

Instructor: Dr. Tiffany L. Kershner, 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 Master's 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.

Course description:

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

HON 341-001

Course title: Time Travel

GEP category: Humanities (Philosophy)

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

Location: Winston 005

Credits: 3 credits

Restrictions:

Instructor: Dr. John W. Carroll, Professor, Department of Philosophy and Religious Studies

Dr. John W. Carroll is a professor of philosophy in the Department of Philosophy and Religious Studies, program faculty for Science Technology, and Society, and Alumni Association Distinguished Undergraduate Professor. His philosophical interests center on metaphysics, the philosophy of science, and rational choice, especially the topics of laws of nature, causation, explanation, motion, time travel and the iterated prisoner's dilemma. He maintains a website for a general audience on the the paradoxes of time travel. The website was developed by my students in my metaphysics courses. See [A Time Travel Website](#).

BOOKS: (2014) et al., [A Time Travel Dialogue](#), Open Book Publishers. (1994) [Laws of Nature](#). Cambridge Studies in Philosophy, Cambridge University Press. (2010) with Ned Markosian, [An Introduction to Metaphysics](#). Cambridge Introductions to Philosophy, Cambridge University Press. EDITED ANTHOLOGY: (2004) [Readings on Laws of Nature](#). University of Pittsburgh Press. SELECTED JOURNAL ARTICLES AND BOOK CHAPTERS: (2016) "Becoming Humean" *Laws of Nature*. Ott and Patton (eds.). Oxford: Oxford University Press. (2016) "Ways to Commit Autoinfanticide" *Journal of the American Philosophical Association*, available on CJO2016. doi:10.1017/apa.2015.37 (2011) "A Self Visitation, Traveler Time and Compatible Properties" *Canadian Journal of Philosophy* 41, 359-370. (2010) "A Context, Conditionals, Fatalism, Freedom and Time Travel" *Topics in Contemporary Philosophy, Volume 6: Time and Identity*. Keim Campbell, O'Rourke and Shier (eds.). Cambridge: MIT Press. (2009) "Anti-Reductionism" *Oxford Handbook on Causation*. Beebe, Hitchcock and Menzies (eds.). Oxford: Oxford University Press. (2008) "A Nailed to Hume's Cross?", *Contemporary Debates in Metaphysics*, Hawthorne, Sider and Zimmerman (eds.). Oxford: Basil Blackwell. (2005), with W. R. Carter, "An Unstable Eliminativism" *Pacific Philosophical Quarterly* 86, 1-17. (2003), with L. Wentz, "A Puzzle about Persistence" *Canadian Journal of Philosophy* 33, 323-342. (2002) "Instantaneous Motion" *Philosophical Studies* 110, 49-67. (2000) "The Backward Induction Argument" *Theory and Decision* 48, 61-84. (1999) "A The Two Dams and that Damned Paresis" *British Journal for the Philosophy of Science* 50, 65-81. (1998) "Humean Justified Belief" *Philosophical Quarterly* 48, 373-378. (1991) "Property-Level Causation" *Philosophical Studies* 63, 245-270. (1990) "The Humean Tradition" *The Philosophical Review* 99, 185-219. (1987) "Ontology and the Laws of Nature" *Australasian Journal of Philosophy* 65, 261- 276. ENCYCLOPEDIA ENTRIES: (2016) "Laws of Nature", *The Stanford Encyclopedia of Philosophy* (Fall 2016 Edition), E. Zalta (ed.): <http://plato.stanford.edu/archives/fall2016/entries/laws-of-nature/>. (2006) "Laws of Nature-Addendum", *The Encyclopedia of Philosophy*, 2nd Edition. Borchert (ed.). Detroit: Macmillan Reference USA

Course description:

This is a course in metaphysics organized around the topic of time travel. Physicists take the possibility of time travel seriously though they are often troubled by the accompanying philosophical paradoxes. Our look at these puzzles will force us to engage with three central topics of metaphysics: personal identity, causation, and free will. We will consider each of these topics in some detail, always with an eye to their implications about time travel.

HON 344-001

Course title: Kantian Ethics

GEP category: Humanities (Philosophy)

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

Location: Winston 005

Credits: 3 credits

Restrictions:

Instructor: Dr. Marina F. Bykova, Professor of Philosophy, Philosophy and Religious Studies

Dr. Bykova is Professor of Philosophy in the Department of Philosophy and Religious Studies at North Carolina State University and the editor-in-chief of the journal *Russian Studies in Philosophy* published by Routledge. She received her both PhD and Dr. Habil. degrees in Philosophy from the Russian Academy of Sciences in 1985 and 1993 respectively. Her research interests lie in the history of the nineteenth century continental philosophy, with a special focus on German idealism and theories of subject and subjectivity developed by Kant, Fichte, and Hegel. She was awarded a prestigious Alexander von Humboldt Fellowship (1989-1990, Germany) and named Lisa Meitner Fellow (1995, Austria). Before joining NC State University she served as a leading research associate at the Institute of Philosophy of the Russian Academy of Sciences in Moscow (Russia). She held visiting research and teaching positions at Universities of Cologne and Marburg (Germany), University of Zurich (Switzerland), University of Vienna (Austria), and Ohio State University (USA). She has authored three books and numerous articles on Hegel and German idealism. Her works have been published in Russian, German, and English.

Course description:

In this course, students will gain knowledge and understanding of the moral issues by exploring one of the most influential moral theories in the history of philosophy, Kant's ethics. The course will concentrate on Kant's ideas about morality and discuss his argument for human freedom. An effort will be made to reflect on the worldview represented by Kant, the cultural assumptions and values operative in his worldview, and the effects of his assumptions on contemporary philosophical thinking and day-to-day life. Students will be introduced to some of the enduring moral questions, such as How to make an ethical choice? What can guarantee the moral character of action? What can I hope for? Are there any universal moral principles and whether I should follow them? and learn a variety of approaches to ethical issues. In addition to discussing Kant's fundamental moral principles, the course will also focus on some of their specific applications to political theory.

The seminar will be built around a selection of primary texts and secondary sources. Its participants will be engaged in active in-class discussions through oral presentations, open dialogues, and comments on readings. Students completing this course will enhance their critical thinking ability by learning to analyze and respond to philosophical arguments; they will develop basic skills in reading primary philosophical texts and in doing some elementary philosophical research.

HON 345-001

Course title: On the Human

GEP category: Interdisciplinary Perspectives, Humanities (Philosophy)

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

Location: HVC Conference Room 202 (University Honors Village)

Credits: 3 credits

Restrictions:

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

Gary Comstock is professor of philosophy at NC State. His research concerns ethical questions in the biological sciences. Most recently, he co-edited *The Moral Rights of Animals* and wrote *Research Ethics: A Philosophical Guide to the Responsible Conduct of Research* and *Vexing Nature? On the Ethical Case Against Agricultural Biotechnology*. *Vexing Nature* was called a "watershed" in the discussion of genetically modified foods and a critic wrote that its nuanced treatment of the issue is "virtually unprecedented in applied philosophy." Comstock edited *Life Science Ethics, Religious Autobiographies*, and *Is There a Moral Obligation to Save the Family Farm?* and was named 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:

The goal of this course is to deepen our understanding of the human using philosophical and scientific modes of inquiry. We focus on human singularity: the properties, if any, that distinguish us from nonhuman animals and cyborgs. It's a commonplace to think humans unique in a variety of ways. Only we have music, language, reason, free will, souls, religion, empathy, altruism, social cooperation, reciprocity, self-consciousness, ability to use tools, or lead autobiographical lives. But what are these things? What is a soul or free will? Or music or language for that matter? Do all humans have all of the properties listed? What is the status of those who lack one or another of them? And what about animals? Might some other mammals, or birds, or even fish—be self-conscious or act altruistically? And what about future machines? Might we one day engineer reason and emotion into an advanced artificial intelligence? Would that cyborg then be our moral equal?

There are many opinions about the correct answers to these questions and we will evaluate them. We'll pay particular attention to the conclusions drawn from scientific experiments. Toward that end, we will review the results of an experiment at Duke University in which a computer is being used to read a monkey's brain and assist it in playing computer games, a robot that seems capable of training itself to pick up objects in much the same way as a human child learns to do so, and an orangutan who spontaneously and without training begins to whistle, a very un-orangutanian thing to do.

What is human nature? Is there such a thing? How do we differ, if at all, from other animals and machines? What are the ethical implications, if any, of these differences? If technology allows us to change our nature, should we shape public policy to allow or disallow such changes? Should we be allowed one day to implant memory chips in our brains or upload our conscious states into a virtual Matrix where, presumably, we may live forever in a disembodied state?