

# Spring 2018 HON Seminars

Course #	Title	Instructor	GEP	GEP	Time/day	Location	Credits	Notes
HON 202 001	Utopias and Dystopias	Morillo	HUM-LIT		M/W 1:30PM-2:45PM	T0G117	3	
HON 293 001	A Global History of American Food	Ludington	IP	GK	T/Th 3:00PM-4:15PM	CA212	3	
HON 294 004/HON 296 004	American Environmental Literature: Nature Writing in NC and Beyond	Cornett	IP (HON 296)	HUM-LIT (HON 294)	W 1:30PM-4:15PM	Clark 205	3	
HON 296 001	Big History: Cosmos, Earth, Life, Humanity	Laffitte	IP		T/Th 3:00PM-4:15PM	HVC 202	3	
HON 296 002	Science, Psi, Sasquatch and Spirits	Orcutt	IP		W 4:10PM-6:55PM	HVC 202	3	
HON 296 003	The Nile Project	Kramer	IP		T/Th 8:30AM-9:45AM	HVC 202	3	
HON 296 005	Dinomania: A Cultural and Scientific History of Dinosaurs	Brinkman	IP		M/W 11:45AM-1:00PM	HVC 202	3	
HON 296 006	Gender, Identity and the Birth of the "Modern" Woman	Auten	IP		M/W 10:15AM-11:30AM	HVC 202	3	
HON 297 001	Performing the Lost Cause	Turner	IP	USD	M/W 1:30PM-2:45PM	HVC 202	3	
HON 299 001	The Music of Language	Scearce	VPA		T/Th 10:15AM-11:30AM	Clark 205	3	
HON 300 001	Race, Membership and Eugenics	Veale	USD		T/Th 11:45AM-1:00PM	Clark 205	3	
HON 310 001	The Creative Process in Science	Blanton	IP	USD	M 1:30PM-4:15PM	HVC 201	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	HUM-PHIL	IP	T/Th 10:15AM-11:30AM	HVC 202	3	
HON 390 001	Music of the Celtic World	Arnold	VPA		T/Th 11:45AM-1:00PM	HVC 202	3	

## HON 202-001

**Course title:** Utopias and Dystopias  
**GEP category:** Humanities (Literature)  
**Time/days:** M/W 1:30PM - 2:45PM  
**Location:** T0G117  
**Credits:** 3 credits  
**Restrictions:**

**Instructor:** Dr. John Morillo, Associate Professor of English

Dr. John Morillo has been teaching Eighteenth-Century and Romantic literature at NC State for over 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, and is revising his book manuscript for Delaware University Press entitled "The Rise of Animals and the Descent of Man: Posthumanism in British Literature between Descartes and Darwin." 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 Exploratory Studies Program, and William, who is a student at Broughton High.

### **Course description:**

Thomas More literally wrote the book on utopia in 1516, and in 1868 John Stuart Mill coined 'dystopia' as the antithesis of More's beautiful nowhere-land. These authors together represent just two of the many contributions of literature, the arts, political science, and philosophy to our current range of possibilities about what might make the world an ideal place, or an utterly horrible one. How have ideas of the good life changed? Where might it be found, or how created? Is a straight, non-satiric utopian vision still possible? Why are some works classified as both utopian and dystopian? This course will explore some dimensions of utopian and dystopian thinking, including treatments of the topic in art, film, and new online media --the last a notable example of a portal to either a utopian or dystopian future, depending on whom you ask! Readings will range from the classical period to the present, and include Plato's *Republic*, Moore's *Utopia*, Thoreau's *Walden*, Marx's *Communist Manifesto*, Wells' *A Modern Utopia*, Gloman's *Herland*, and Huxley's *Brave New World*. We will also watch the films *Lost Horizon*, and *Chappie*. We will consider both male and female visions of the ideal and horrific via works from various times.

## HON 293-001

**Course title:** A Global History of American Food

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

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

**Location:** CA212

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Chad Ludington, Teaching Associate 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 his 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.

### **Course 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 294 (004)/HON 296 (004)

**Course title:** American Environmental Literature: Nature Writing in North Carolina and Beyond  
**GEP category:** HON 294 Humanities (Literature) and HON 296 (Interdisciplinary Perspectives) **Students should register for the section that corresponds to the GEP they are seeking.**

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

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

**Credits:** 3 credits

**Restrictions:**

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

Sheryl Cornett has taught a wide range of writing and literature courses at North Carolina State University, where she is the 2016-2017 University Honors Program Scholar in Residence. Her recent poems, stories, scholarship, criticism, and creative non-fiction appear in the Southern Women's Review, North Carolina Literary Review, Image, Pembroke Magazine, Mars Hill Review, and The Independent Weekly among other journals and magazines; and in anthologies such as *In a Fine Frenzy: Poets Respond to Shakespeare*. Recent conference presentations include "A Jane Austen for Our Time" at Ireland's West Cork Literary Festival, which was selected to appear in the essay collection *The Global Jane Austen* (Palgrave Macmillan, 2013.) Current research interests include the role of World War II in North Carolina's literary landscape and the significance of domestic architecture and gardens in creating fictional characters and story settings. She holds degrees from Miami University, Ohio, University of North Carolina at Chapel Hill, and a Master of Fine Arts in Creative Writing from Seattle Pacific University and is the author of the forthcoming novella *Mourning into Dancing*.

### **Course description:**

American Writing about the Natural World is some of the most esteemed in English Language Literature. In this reading and writing intensive course, the goal is for our learning community to explore an important aspect of natural, intellectual, and social history as they develop concurrently with the USA's (very diverse) Environmental Movement. As an additional layer of investigation, we will consider how the Rhetoric of Literary Journalism (a realm of creative non-fiction) and the role of Public Intellectuals has made America's responses to Nature widely accessible beyond academia and the educated elite. Class discussion, papers, projects, individual and team topical-presentations, and interactive classes/excursions will pursue the question: how have our responses (as a society and as individuals) to the literature about Nature and to Nature itself helped shape the Environment and its "Movement" as we know it today? Works will be read by North Carolina Authors Jan De Blieu, Annie Dillard, Janet Lemke (among others), as well as those from many parts of the US such as: John McPhee, Henry David Thoreau, George Perkins Marsh, Rachel Carson, John Muir, Aldo Leopold, Dave Foreman, Wallace Stegner, Edward Abbey, Barry Lopez, and E. O. Wilson.

## HON 296-001

**Course title:** Big History: Cosmos, Earth, Life, 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. Lucy Laffitte, Teaching Assistant Professor

Lucy B. Laffitte, M.Ed, Ph.D. teaches science in context from the Big Bang to the future, both in-class and online. 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 Ph.D. in environmental resource management from North Carolina State University. She has been an educator at 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, KQED, UNC-TV, North Carolina State University Honor College, and North Carolina School of Math and Science. She currently serves on the board of directors for the International Big History Association in 2016 and is Chair of the 2018 IBHA Conference.

### **Course Description:**

This course presents the history of the universe as we know it, from the Big Bang to the future in a single chronological narrative. We review the science embedded within this BIG HISTORY, intentionally blending scientific and historical ways of knowing. We unpack the grand narratives of cosmology, plate tectonics, evolution, and human innovation. We begin with the story of the creation of the cosmos, move to the development of earth, then to the story of life, the story of first civilizations (agriculture, cities, markets and exchange), the story of the modern world (technology, nations and empires) and conclude with what we can safely predict about the future, near and far. Breaking with tradition, our textbook will be google, wikipedia, and resources from an internationally crowdsourced online course by the same name.

## HON 296-002

**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, and Affiliate Faculty, Genetic Engineering & Society Center, NC State

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, public science, and science, technology, and society (STS).

### **Course Description:**

This course examines cultural perspectives on science and cultural practices within scientific communities as illuminated through examination of fields of inquiry generally considered outside of mainstream science. We will ask questions that include: How does and should science draw and enforce its boundaries? How is evidence considered within and across diverse scientific disciplines and in social spheres, and how do these realms influence one another? Students will engage with scientifically-framed arguments from so-called "skeptics," "believers," and others, as well as consider issues in and aspects of science including irreproducibility, experimental design, statistical analysis, media representations, instrumentation, measurement, citizen science, and history and philosophy of science. By "thinking and doing" their own research within these fields, students will develop an embodied sense of how to conduct scientific inquiry and situate scientific thinking within society and life.

## HON 296-003

**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

**Restrictions:**

**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 an 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.

## HON 296-005

**Course title:** Dinomania: A Cultural and Scientific History of Dinosaurs

**GEP category:** Interdisciplinary Perspectives

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

**Location:** HVC Conference Room 202 (University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Paul Brinkman, Adjunct Teaching Associate Professor

Dr. Brinkman is a historian of science specializing in late nineteenth- and early twentieth-century natural sciences, especially geology and vertebrate paleontology. He is also interested in the history of museums; the spread of science from Europe to the New World; the trans-Atlantic exchanges of specimens and ideas; and the life and work of Charles Darwin, his contemporaries, and their contributions to geology, paleontology, and biogeography. Of particular interest is the question of what Darwin did during the voyage of HMS Beagle and how this influenced his thinking about the mutability of species. His approach to history of science is largely sociological: science was what scientists did. He writes narrative accounts of scientific events that reconstruct scientific practice – what scientists did, how they did it, and how this affected their results. He tries to practice what he calls "hands-on" history as much as possible. Likewise, he aspires to write the kind of micro-historical narrative that places the reader in the boots of the naturalist with a Marsh pick or a plant press in hand.

### Course Description:

From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park*, dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind...and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts. In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.

## HON 296-006

**Course title:** Gender, Identity and the Birth of the “Modern” Woman

**GEP category:** Interdisciplinary Perspectives

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

**Location:** HVC Conference Room 202 (University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Ms. Anne Auten, Assistant Director of University Honors Program

Anne Auten is an Assistant Director of the University Honors Program and a TH!NK (QEP) Faculty Fellow. She received her B.A. and M.A. degrees in English from North Carolina State University, with a concentration in gender and sexuality in nineteenth-century British literature. Over the last ten years, she has taught a range of literature and first-year writing courses at Elon University and NC State University. At NC State, she has also designed courses for the First Year Inquiry and Summer START programs, as well as a study abroad course in Paris. She enjoys working with all levels of undergraduate students, and has also served as a faculty mentor to graduate students in the First-Year Writing Program. In addition to her passion for teaching, she regularly facilitates faculty development workshops and supports cohorts of TH!NK faculty from all disciplinary backgrounds. Her research interests include both literary criticism and composition pedagogy, and she has presented her work at national and international conferences. Most recently, she gave a talk on implementing and assessing autoethnography at the annual meeting of the International Society for the Scholarship of Teaching and Learning. In 2015, she was the recipient of the College of Humanities and Social Sciences Outstanding Lecturer Award.

### Course Description:

In this discussion-based seminar, students will explore a number of overlapping issues and concerns about women through a broad spectrum of texts by mainly British and American women authors of diverse ethnicities and backgrounds from the nineteenth century to the present. We will investigate how “modern” womanhood is shaped by cultural and societal influences through analyzing and interpreting archetypal patterns in women’s literature; examining traditional notions of gender differences; and exploring the ways in which various women writers have rejected traditional narratives, such as the courtship plot, in favor of alternative stories based on other types of relationships and interests. Ultimately, we will consider the ways in which the literary work being studied exposes the values, problems, anxieties, and pleasures of the historical period that generates that particular literary work, and how those differ from, while at the same time often anticipate, the values of our own era. Major authors will include Charlotte Brontë, Jean Rhys, Charlotte Perkins Gilman, Toni Morrison, Maxine Hong Kingston, Jhumpa Lahiri, and Margaret Atwood. Additional readings will provide socio-historical, anthropological, or critical context to these primary texts, and our discussions will be further complemented by cinematic adaptations and other transformations of these texts in popular culture. This reading- and writing-intensive course will also incorporate opportunities for peer collaboration, interactive presentations, and a critical and creative project, all designed to hone our higher-order thinking skills.

## HON 297-001

**Course title:** Performing the Lost Cause

**GEP category:** Interdisciplinary Perspectives and US Diversity

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

**Location:** HVC Conference Room 202 (University Honors Village)

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Dr. Kristen Turner, Adjunct Professor

Kristen M. Turner holds degrees from UNC-Greensboro, the Eastman School of Music, and UNC-Chapel Hill. Her dissertation, "Opera in English: Class and Culture in America, 1878-1910," received a Glen Haydon Award for an Outstanding Dissertation in Musicology. She has presented at numerous conferences including the national meetings of the American Musicological Society and the Society for American Music. Her work has been published in the *Journal of the Society for American Music*, and the *Journal of Musicological Research*. Her research interests are in 19th century opera, 19th and 20th century American musical culture, African American music, music and politics, and music and gender.

### **Course Description:**

After the failure of Reconstruction in 1878, many people in the United States wanted nothing more than to promote the unity of the nation and heal the wounds of the Civil War. One of the consequences of this attempt at national reconciliation was a reframing of Southern plantation life, the Confederate cause, and the justifications for the Civil War to downplay the role of slavery in the War and celebrate Southern culture. This myth of the "Lost Cause" was perpetuated and defined through public art, the theater, music, and (later) films. We will focus on important performative touchstones of the "Lost Cause" such as plantation acts in vaudeville shows, blackface minstrelsy acts, Tin Pan Alley songs, and films such as "The Birth of the Nation" and "Gone with the Wind." To understand how people in our area participated in the development and continuation of the Lost Cause, we will examine amateur, social, and government-sponsored events in central North Carolina through newspaper accounts and other primary documents. We will also consider how African Americans performed their own reaction to the Lost Cause. Finally, we will end the semester by examining how the myth of the Lost Cause has impacted the debates today about the meaning and proper disposition of the Confederate flag and the public art and other honors given to prominent figures in the Confederacy and Reconstruction.

## HON 299-001

**Course title:** The Music of Language  
**GEP category:** Visual and Performing Arts  
**Time/days:** T/Th 10:15AM-11:30AM  
**Location:** UHP Conference Room (Clark 205)  
**Credits:** 3 credits  
**Restrictions:**

**Instructor:** Dr. J. Mark Scarce, Professor of Art Studies

J. Mark Scarce is one of North Carolina's most recognized and performed composers. Recipient of the 2010 Raleigh Medal of Arts and the 2009 International Raymond and Beverly Sackler Prize in Music Composition, Scarce has sixty active titles in his catalogue, including musical settings of more than two hundred texts by forty poets. Scarce's many works for orchestra, band, chorus, opera, chamber, and ballet have been performed throughout North America, Europe, Asia, and the Pacific. The recipient of five advanced degrees in music, philosophy and religion, including the doctorate in composition from Indiana University, Scarce has won six international music competitions and his music is available on seven commercial recordings. Having taught on the music faculties of the Universities of Hawaii, North Texas, and Southern Maine. He was Director of the Music Department at NC State for a decade and now a tenured professor in the College of Design.

### **Course Description:**

Music has long been acknowledged as a catalyst in the understanding of math and sciences and vice-versa. This course, using as springboard a contemporary novel, will reveal the vast influence music plays in arts and sciences in creative problem-solving through the prism of non-linear recurrence. Exercises in Listening--the spoken and unspoken, heard and unheard: exploring how we learn, the wisdom of silences, writing/reading between the lines, learning through one's pores--these elucidations are elicited through discussions of music as simile, as metaphor, as analogy; music as mediating; music as model; constantly revealing the assonance, consonance, alliteration, slant rhyme, word choice, what we might call poetry in writing that makes language musical and learning through language like the revelation of listening to music unveiled in time. While an ability to read music is not required, music notation as a language unto itself will be explored and a rudimentary understanding taught and applied. But fundamentally the course will explore the idea that the Music of Language is not music, but, like a photograph of a painting or a video of dance, it is an approximate mnemonic trigger for remembered experience, actual or created. How can language do this?

## HON 300-001

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

**GEP category:** US Diversity

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

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

**Credits:** 3 credits

**Restrictions:**

**Instructor:** Ms. Carolyn P. Veale, Assistant Director of 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 nineteen 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. During her free time Carolyn likes to spend time with family, in particular her 19 year old daughter Deja who is a student at Howard University in Washington, DC, studying Political Science and Broadcast Journalism, her son Daniel who is in elementary school and her seven pound Shi-Poo Kaepernick.

### 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 of Plant Biology

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

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

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

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

### **Course Description:**

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

## HON 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. Carroll, Professor of Philosophy

Dr. 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 paradoxes of time travel. The website was developed by his students in his metaphysics course.

### **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

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

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?

## HON 390-001

**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

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 music of the Celtic world, ranging from the folk and popular traditions of Ireland and Scotland to the music 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 music 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.