

Spring 2019 HON Seminars

Course #	Title	Instructor	GEP	GEP	Day/Time	Location	Credits	Notes
HON 202-001	Women in Literature	Auten	HUM-LIT		T/Th 11:45 AM-1:00 PM	Quad Commons 201	3	USP FRESHMEN ONLY
HON 202-002	Creative Non-Fiction as Civic Discourse	Cornett	HUM-LIT		W 1:30-4:15 PM	Quad Commons 201	3	USP FRESHMEN ONLY
HON 202-003	Studies in Latinx Culture	Corral	HUM-LIT		T/Th 1:30-2:45 PM	Cox 204	3	USP FRESHMEN ONLY
HON 202-004	The Appeal of the Countryside: The Art of Pastoral and Georgic	Morillo	HUM-LIT		M/W 1:30-2:45 PM	Burlington Labs 3108	3	USP FRESHMEN ONLY
HON 202-005	Power of Horror	Phillips	HUM-LIT		T/Th 1:30-2:45 PM	Tompkins G113	3	USP FRESHMEN ONLY
HON 290-001	Still Fighting the Civil War	Lee	HUM-LIT	USD	Th 3:00-5:45 PM	Caldwell 212	3	
HON 293-001	Food: Culture, Insecurity, and Ethics	O'Leary	IP	GK	T/Th 1:30-2:45 PM	Quad Commons 201	3	USP FRESHMEN ONLY
HON 293-002	Technologists of Color/ STEM Applications and Innovations in Emerging Societies	Reynolds	IP	GK	M/W 4:30-5:45 PM	Quad Commons 201	3	
HON 296-001	Critical & Creative Decision Making Models	Acker	IP		T/Th 10:15-11:30 AM	Quad Commons 201	3	USP FRESHMEN ONLY
HON 296-002	Cancer Through the Ages	Parks	IP		T/Th 10:15-11:30 AM	David Clark Labs 139	3	
HON 296-003	Exploring the Discipline of Architecture	Schaffer, Bell, Klink	IP		M 1:30-4:15 PM	Leazer 310	3	
HON 296-004	Interactions of Science, Engineering, and Public Policy	Griffin, Cartee	IP		T/Th 8:55-9:45 AM T 1:30-4:15 PM (practicum)	Quad Commons 202	3	

HON 296-006	Big History: Cosmos, Earth, Life, and Humanity	Gilmartin, Laffitte	IP		T/Th 3:00-4:15 PM	Quad Commons 201	3	
HON 297-001	Performing the Lost Cause	Turner	IP	USD	M/W 1:30-2:45 PM	Quad Commons 202	3	USP FRESHMEN ONLY
HON 299-001	Popular Songs and Communication	Boone	VPA		M/W 8:30-9:45 AM	Broughton 3216	3	
HON 300-001	Race, Membership, and Eugenics	Veale	USD		T/Th 11:45 AM-1:00 PM	Clark 205	3	
HON 310-001	The Creative Process in Science	Blanton	IP	USD	M 1:30-4:15 PM	Quad Commons 201	3	
HON 341-001	Time Travel	Carroll	HUM-PHIL		T/Th 8:30-9:45 AM	Winston 213	3	
HON 344-001	Kantian Ethics	Bykova	HUM-PHIL		T/Th 11:45 AM-1:00 PM	Burlington Labs 3108	3	
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	T/Th 10:15-11:30 AM	Quad Commons 202	3	
HON 347-001	Freedom and the Self	Hinton	HUM-PHIL	IP	T/Th 1:30-2:45 PM	Withers 344	3	
HON 352-001	Self, Schooling, and the Social Order: A Critical Examination	Patton	SS	USD	M/W 8:30-9:45 AM	Quad Commons 201	3	
HON 353-001	Code Breakers: Unlocking the Mysteries of One Human Language	Kershner	SS	GK	M/W 10:15-11:30 AM	Clark 205	3	
HON 390-001	Music and the Celtic World	Arnold	VPA		T/Th 11:45 AM-1:00PM	Quad Commons 202	3	

HON 202-001

Course title: Women in Literature

GEP category: Humanities (Literature)

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Anne Auten, Assistant Director, University Honors Program

Anne C. Auten is an Assistant Director of the University Honors Program and a TH!NK (QEP) Faculty Fellow. She received her degrees in English from NC 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. 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 202-002

Course title: Creative Non-Fiction as Civic Discourse

GEP category: Humanities (Literature)

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Sheryl Cornett, English Faculty and Scholar-in-Residence

Sheryl Cornett has taught a wide range of writing and literature courses at NC State University, where she is the 2018-2019 Honors and Scholars Village 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:

When NC State's distinguished Walt Wolfram gave his Aims of Education Address at UHP's Fall-2014 Convocation, he quoted Einstein's famous line "Imagination is more important than Knowledge." As Wolfram's career attests, both are vital to making new information and applying it concretely to the here and now. The purpose of this seminar is to join the public conversation and debate on local and global environmental concerns affecting our daily lives in North Carolina, with some emphasis on food culture/security and agriculture. While examining selections of contemporary creative non-fiction (sometimes known as literary journalism, narrative non-fiction, or the researched personal essay) we will practice analytical, evaluative close reading, critical response writing, and imaginative/creative non-fiction writing. The aim in generating original works of reflection and inquiry is to participate in (by contributing new material to) the ongoing public discussion on environmental and agricultural issues at our time in history. Making new Environmental Literature, via writing our own experiences, takes into consideration the ever-evolving knowledge bases, political platforms, and cultural aspects that inform current conversations. There will be an optional experiential service-learning opportunity to "farm" a campus vegetable garden (1-2 hours per month); the produce from this will be donated to "Feed the Pack" food pantry.

HON 202-003

Course title: Studies in Latinx Culture

GEP category: Humanities (Literature)

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

Location: Cox 204

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Eduardo Corral, Assistant Professor, English

Eduardo C. Corral earned degrees from Arizona State University and the University of Iowa Writers' Workshop. His debut collection of poetry, *Slow Lightning* (2012), won the Yale Younger Poets Prize, making him the first Latino recipient of the award. Praised for his seamless blending of English and Spanish, tender treatment of history, and careful exploration of sexuality, Corral has received numerous honors and awards, including the Discovery/The Nation Award, the J. Howard and Barbara M.J. Wood Prize, a Whiting Writers' Award, and a fellowship from the National Endowment for the Arts. A CantoMundo Fellow, he has held the Olive B. O'Connor Fellowship in Creative Writing at Colgate University and was the Philip Roth Resident in Creative Writing at Bucknell University.

Course description:

This course is a study of recent texts of contemporary Latino Literature. Films will complement the literary texts. The texts are rooted in the Chicano, Caribbean, Central American, and South American experiences of native, immigrant, and exile Latino writers. We will explore the development of Latinidad. Is there a common culture among Latinos in U.S. culture? If so, how does it manifest itself through cultural expressions such as literature, films, and social media? We will also study issues related to bilingualism, immigration, racism, gender roles, and identity politics.

HON 202-004

Course title: The Appeal of the Countryside: The Art of Pastoral and Georgic

GEP category: Humanities (Literature)

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

Location: BU 3108

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Dr. John Morillo, Associate Professor, English

Dr. John Morillo has been teaching Eighteenth-Century and Romantic literature at NC State for twenty-five years, and directed Graduate Programs in English from 2002-2005. In 2017 he was chosen as the College of Humanities and Social Sciences' Alumni Distinguished Undergraduate Professor; 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 published a monograph on the topic titled *The Rise of Animals and Descent of Man, 1660-1800: Toward Posthumanism in British Literature between Descartes and Darwin* (U. Delaware Press/Rowman & Littlefield, November 2017). His 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 wife, Andrea Atkin, who works in NC State's Exploratory Studies Program, and son William, who is a college freshman in Chicago.

Course description:

How does one turn the lives of shepherds and farmers into art? Who would want to do this, and to whom might pictures of country life appeal? Between two genres-- the pastoral represents lives of shepherds and the georgic lives of farmers-- writers and artists have situated the country as both an ideal place for leisure and love and as place where work is hard and constant, but often spiritually and personally rewarding. From ancient Greece and Rome in the *Idylls* of Theocritus and the *Eclogues* and *Georgics* of Virgil, through the Bible, Renaissance European poetry, drama, and painting, neoclassical satires, Romantic poetry and symphonic music, back-to-nature communes of the 1960s-70s in America, much country music, and films including *Fantasia*, and *Local Hero*, the pastoral ideal has enabled cultures to imagine the countryside as the space to discover the superior values of some better, simpler time and place within or against which they can define themselves, while the georgic has aimed for a more realistic picture where labor dominates life. The pastoral and the georgic are protean forms, and the very character of the changeling god Proteus appears most vividly in one of Virgil's pastoral poems. The

pastoral's foundation in the purportedly pleasant and virtuous lives of shepherds has been built into a fascinating and highly adaptable range of responses to moral and religious ideas about innocence and virtue, political ideas about corruption and the location of power, and aesthetic ideas about the sources and ends of good art. We will explore why pastoral appeals and to whom, when and why it falls out of favor, and how, perhaps why, it manages to return with vigor even after being laughed to scorn by its many wry critics, like Stella Gibbons in *Cold Comfort Farm*. We will consider whether the less-known georgic has largely vanished after Virgil or has merely morphed into something new. We will encounter pastorals and georgics in texts, images, and sounds, as well as in some noteworthy attempts to define and understand them including Samuel Johnson's, John Dryden's and William Empson's.

HON 202-005

Course title: Power of Horror

GEP category: Humanities (Literature)

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

Location: Tompkins G113

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Dr. Thomas Phillips, Lecturer, English

Having completed a multidisciplinary Ph.D. at Concordia University, Montreal, in 2007, I am currently active as an English lecturer, a fiction and theory writer, and a composer of minimalist, electro-acoustic music. I have had the great fortune of seeing these creative endeavors come to fruition in book publication and in numerous CD releases. However, literary scholarship (most recently on what I've called "critical horror") and pedagogy remain central to my artistic work in so far as they afford an invaluable theoretical foundation, not to mention an immensely pleasurable career.

Course description:

As applied to creative disciplines, the term horror has many connotations that reflect diverse aesthetic styles and ideologies over what is arguably a long span of time. Like other genres, horror is also deeply imprinted by the entertainment industry, particularly in the 20th and 21st centuries. This course will examine the genre through a variety of literary and cinematic texts (among others, including music and painting) with the aim of gaining insight into the central question of why we are drawn to horror as entertainment and cultural practice. Additionally, the course will explore five commonly overlapping aspects of the genre: the psychology of spectatorship, horror as cultural commentary, gender, religion, and the democratization of discursive and visual art forms. At the very minimum, then, students will be encouraged to consider the degree to which even a popular genre such as horror rewards, and is itself illuminated, by critical inquiry. We will engage with readings ranging from literary to theoretical texts on the aesthetics and psychology of horror as it relates to each medium. Most films will be viewed outside of class at a designated time and place or at the student's convenience, though we will watch clips in class. Evaluation will be based on class participation, one response essay, a longer research-based essay, a midterm, and a final exam.

HON 290-001

Course title: Still Fighting the Civil War

GEP category: Humanities (Literature) & US Diversity

Day/Time: Th 3:00 - 5:45 PM

Location: Caldwell 212

Credits: 3 credit hours

Instructor: Dr. Susanna Lee, Associate Professor, History

Susanna Lee, an associate professor in the History Department at NC State, is a scholar of nineteenth-century United States history. She grew up in southern California, an area that during the Civil War sympathized with the Confederacy despite the state's technical status as a "free state." Professor Lee became interested in the Civil War while earning her MA and PhD degrees in History at the University of Virginia when the main historical controversies were whether the state should celebrate Lee-Jackson-King Day and whether Thomas Jefferson fathered enslaved children. Professor Lee teaches classes on nineteenth-century US history, including the Civil War and Reconstruction, and classes on digital history and historical methods. Professor Lee's research focuses on citizenship in the nineteenth-century United States. She has written a book on southern Unionists during the Civil War. She is currently working on a book on civilians in Virginia during the Civil War and settlers and natives in the Midwest in the US-Dakota War.

Course description:

After the Civil War ended, Americans waged another war, one over the meaning of the conflict that cost over half a million lives and freed four million people. Former Confederates and former Unionists fought new battles, on one side to reverse the losses of the war and on the other to preserve its victories. Current conflicts over Confederate monuments show how the Civil War continues to serve as a flashpoint reflecting political, social, and cultural disputes in the present day. How did Americans remember and memorialize the Civil War from its end at Appomattox to the present day? How did public memorialization of the war differ from the actual history of the war? Why did various Americans remember the war in particular ways in particular times? Students will explore these questions and others through readings in historical scholarship and evidence. Students will also conduct their own research on a Civil War monument of their choice and will create an online exhibit presenting their findings. Through the class, students will not only examine historical myths about the Confederacy and the Union, but they will also examine the processes and purposes of Civil War mythmaking.

HON 293-001

Course title: Food: Culture, Insecurity, and Ethics

GEP category: Interdisciplinary Perspectives & Global Knowledge

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Dr. Scott O'Leary, Director, Honors and Scholars Village

Dr. Scott O'Leary received his undergraduate degree in philosophy and history at Boston College and his M.A. and Ph.D from Fordham University in New York. Previously, he was Associate Professor of Philosophy and Honors Director at the University of Saint Mary (Kansas), and is currently director of the Honors and Scholars Village. Over the last 7 years, Dr. O'Leary has taught a variety of classes including interdisciplinary honors seminars in Food Ethics & Culture and Alternative Facts in the Information Age. Dr. O'Leary's work focuses on the role of emotion in moral and practical life drawing on insights from philosophy, neuroscience, psychology and evolutionary biology. His research interests center on human lived experience, in particular the way emotional experience frames consciousness and decision-making. This led to interest in the experience of food and food ethics as a point of intersection of identity, character, and passion. He was a finalist for the Spindel Emerging Scholar Prize for his work on empathy and emotional motivation, received a Templeton Foundation Cluster Grant for an international research group and has presented his work nationally and internationally in three languages.

Course Description:

Why study food? With so many challenges facing the world today including the marginalization of peoples, environmental challenges, struggles for power and recognition, freedom, and human rights, isn't studying food a bit indulgent? The easiest answer is that food interests us. As prospective college students visiting campus, the most frequent questions are often "What is the food in the dining halls like?" and "Where can I get cheap food off-campus?" Similar questions arise when people travel and explore other cultures. Questions and discussions about food permeate our lives. It is also where our emotions, judgments, and values are most apparent because these experiences intertwine our most basic needs: food, security, and meaningful relationships. This seminar focuses on the experience or phenomenology of food with a focus on three core areas: (1) food culture or food cultures (2) food access and insecurity (3) and food ethics. The course explores connections between what and how we eat and what these things say about us. What makes good food, good? Why is the sharing of food a core social phenomenon? Why do we eat what we eat and should we eat that way? Seminar-based, students will engage and lead discussion and pursue experiential learning opportunities inside and outside the classroom culminating in a self-directed project based on the student's interests, career goals, and core themes in the course.

HON 293-002

Course title: Technologists of Color/STEM Applications and Innovations in Emerging Societies

GEP category: Interdisciplinary Perspectives & Global Knowledge

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

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Kanton Reynolds, Director of Undergraduate Programs, Edward P. Fitts Department of Industrial & Systems Engineering / Teaching Associate Professor

Kanton T. Reynolds received his Bachelor of Science in Industrial Engineering from North Carolina State University, Master of Science in Industrial Engineering from North Carolina A&T State University, MBA from the University of North Carolina at Chapel Hill / Kenan-Flagler Business School and Doctor of Philosophy in Leadership Studies from North Carolina A&T State University with a focus on leadership development in the post-colonial/emerging nation of Malawi. Dr. Reynolds spent twenty years in industry working for such notable companies as General Motors, IBM and Lenovo in a variety of capacities including Quality Engineering, System Assurance, Program Development and Project Management. He is a certified PMP© Project Management Professional and American Society for Quality Six Sigma Green Belt. Dr. Reynolds has studied globally in several countries including Ghana, South Africa, Malawi and Argentina. Dr. Reynolds' international experience is further highlighted by his work as a graduate intern at the United States Department of State where he was assigned to the political and economic sections of the US Embassy in Lilongwe, Malawi. He has also worked as a graduate researcher at The Carter Center in Atlanta, Georgia where he was responsible for political and human rights issues in Malawi and Sudan as well as monitoring compliance with United Nations treaties and international elections standards for other countries of interest. Dr. Reynolds served as an International Election Observer for The Carter Center in Mahdia, Guyana as a part of the 2015 Parliamentary and Presidential election cycle in the country. He was named Director of Undergraduate Programs for the Fitts ISE Department in July 2017.

Course description:

In this course, we will examine the historical, cultural, and political dynamics that surround scientists and technologists of color as well as their effect on the emerging countries globally. The focus will be on the structure of their technological leadership in the context of race, ethnicity, gender, and prevailing ideology. Through these lenses we will undertake an interdisciplinary examination of the impact of STEM leaders of color on society. This is a discovery course where we will engage in a variety of methods including writing-intensive research, reflections, and critical analysis. You will be asked to extensively articulate and defend your positions with facts and/or data. You will be required to analyze articles, case studies, and reports from a variety of sources while presenting your findings to the class. The expectation is that you actively participate in class discussions and inform classmates and peers based on your understanding of the readings and assignments. Our primary method of inquiry will be examining contributions of specific STEM innovators and projects within a geographical context using a critical lens toward their overarching goals while examining their extrinsic motivation as well as obstacles to their success.

HON 296-001

Course title: Critical & Creative Decision Making Models

GEP category: Interdisciplinary Perspectives

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Dr. Debbie Acker, Associate Director for Operations and Academic Programs, General Hugh Shelton Leadership Center

Dr. Debbie Acker currently serves as the Associate Director for Operations and Academic Programs for the General Hugh Shelton Leadership Center at North Carolina State University. She joined the Shelton Leadership Center in May 2003, following her work at NC State within the College of Agriculture & Life Sciences on a Sustainability Project and College of Education with the National Initiative for Leadership & Institutional Effectiveness as Assistant Director of Research. Dr. Acker has worked with a multigenerational clientele to deliver professional leadership training on experiential and collaborative learning modules on topics such as effective leadership practices, ethical decision-making, vision into action, integrity as a leader, leadership styles & situations, leading with diversity in mind, group empowerment, and finding your strengths as a leader. Her dissertation explored the process of civic engagement and how to enhance the likelihood for meaningful experiences within group decision-making. She is passionate about her work with the Shelton Leadership team continuing to enhance the development of the program model incorporating a research-based critical reflection model that is integrated into the leadership training delivered through the Shelton Leadership Center. This model is a foundational component for all our values-based leadership training development. She holds a Masters in Counseling from Syracuse University, and her doctorate in Higher Education Administration from North Carolina State University. Exciting places she has had the opportunity to travel are: Czech Republic; Honduras; Guinea, West Africa; India; Dominican Republic; and Alaska.

Course description:

This course is designed for the student who wants to learn to think critically and creatively when making decisions by taking into consideration a variety of decision making models across disciplines. Throughout the course, students will be presented a variety of decision making processes, as well as five models on decision-making across disciplines to consider when addressing different problems. Questions will be asked of students in a way that will foster critical and creative thinking in order to analyze, process, and identify effective ways for approaching a problem or situation. Students will be asked to reflect on how the way the decisions were made may, or may not, apply to the student's major. Primary focus will be on developing the student's mindset to select the most appropriate decision making model to effectively address a situation and be able to articulate why this learning matters and how to apply it in future situations. Students will explore a decision making model used within each of the following disciplines: professions and applied sciences (sub-disciplines – Textiles (rationale), Design (creative process), PCOM (organizational behavior), DASA (military science) and EI (entrepreneurial thinking).

HON 296-002

Course title: Cancer Through the Ages
GEP category: Interdisciplinary Perspectives
Day/Time: T/Th 10:15 - 11:30 AM
Location: David Clark Labs 139
Credits: 3 credit hours

Instructor: Dr. Lisa Parks, Teaching Associate Professor, Biological Sciences

Lisa Parks grew up on the Space Coast of Florida, where she spent much of her time on the beach, watching the space shuttles launch, and looking for frogs. She went “North” for college and received a BS in Zoology from Duke University in 1989. While there, she spent a semester at the Duke University Marine Lab in Beaufort, NC and continued her search for frogs. She received a PhD in Biology with a concentration in Cell Physiology and Biochemistry from Georgia State University in 1996. Lisa Parks has been a professor in Biological Sciences at NC State since 1999. Dr. Parks enjoys her teaching responsibilities and has been actively involved in developing new opportunities for students to engage in the learning process. She has been incorporating case studies into the classroom for several years and involving honors students in the development process. She has won the Outstanding Teaching Award and the Alumni Distinguished Undergraduate Professor Award for teaching during her time at NC State. Dr. Parks is the Director of Biological Sciences and the Human Biology concentration coordinator. During her free time, she is an avid knitter, an average tennis player, and enjoys hanging out with her teenage kids, her husband, and her dog.

Course description:

We will explore the research, diagnosis, and treatment of cancer from ancient Egypt to present day. Students will be required to participate in class discussions including the influences of economics, available technology, and societal perceptions of cancer. Focus will be on critical thinking skills as we integrate information from our texts, discussion, media sites, case studies, and other sources. Emphasis will be placed on higher order cognitive skills; applying the intellectual standards of critical thinking; active, collaborative learning; and effective communication skills. Students will have weekly reading assignments, be expected to participate in discussion, write reflection papers, and produce a timeline of events.

HON 296-003

Course title: Exploring the Discipline of Architecture

GEP category: Interdisciplinary Perspectives

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

Location: Leazer 310

Credits: 3 credit hours

Instructors: Dr. Kristen Schaffer, Bryan Bell, Jessica Klink

Dr. Kristen Schaffer is an architectural historian and Associate Professor of Architecture. She earned her Bachelor of Art from University of New York Buffalo and her Master of Art and PhD from Cornell University. Her teaching and research focus at the School of Architecture is on global and western architectural history and American city planning.

Bryan Bell is an Associate Professor of Architecture and the Executive Director at Design Corps. He founded Design Corps in 1991 with the mission “to provide the benefits of architecture to those traditionally un-served by the profession.” Since he has received the Loeb Fellowship at Harvard's Graduate School of Design and Kennedy School, founded the annual Structures for Inclusion Conference, and organized the SEED network for evaluating Social/Economic/Environmental Design dimensions of design.

Jessica Klink is an Assistant Professor of Practice in the School of Architecture. She practices at the award-winning practice of Louis Cherry Architecture in downtown Raleigh. She received her Bachelors of Architecture and Design from the University of Florida and her Master of Architecture from North Carolina State University. She has taught in the freshman and sophomore architecture studios at the College of Design.

Course description:

This seminar will be team taught by three distinguished faculty members at the College of Design's School of Architecture and will explore the diverse discipline of Architecture through 3 distinct lenses. Each professor will lead a five week module based on their expertise and research. Dr. Kristen Schaffer will begin the course with a focus on global architectural history exposing relationships between architecture and its socio-cultural and religious contexts. Professor of Practice Jessica Klink will focus on how architects use drawing and diagramming to analyze concepts introduced in Dr. Schaffer's module. Students will synthesis architectural principles of form, space, and site/context through constructing their own analytical diagrams of important architectural precedents. Professor Bell's module will focus on public interest architecture and the ethical dimensions of contemporary practice to serve diverse communities, including introducing students to SEED certification and highlighting innovative practice case studies. Each module will contain lectures, case studies, and reading discussions along with a module-long assignment.

HON 296-004

Course title: Interactions of Science, Engineering, and Public Policy

GEP category: Interdisciplinary Perspectives

Day/Time: T/Th 8:55 - 9:45 AM and T 1:30 - 4:15 PM (practicum)

Location: Quad Commons 202 (T/Th 8:55 - 9:45 AM)

Credits: 3 credit hours

Instructors: Dr. Clifford Griffin, Associate Professor, Public and International Affairs & Dr. Lianne Cartee, Teaching Associate Professor, Biomedical Engineering

Clifford E. Griffin, who holds a PhD from the University of Rochester, NY, is an Associate Professor of Political Science in SPIA. He has had more than 25 years of research, publication, teaching, commenting and consulting on all aspects of Latin American and Caribbean Political Economy, including political economy and political sociology, drug trafficking, money laundering and crime (national and transnational), migration (legal and illegal), and trade, development and security. He has two single-authored and one co-authored books, as well as 40-plus peer-reviewed articles and book chapters that appear variously in the *Journal of Commonwealth and Comparative Politics*, *Journal of Democracy*, *Journal of Social and Economic Studies*, *Journal of Caribbean Studies*, and *Whitehead Journal of Diplomacy and International Affairs*. He is life-member of the Caribbean Studies Association, Society for Caribbean Studies, International Studies Association and the Global South Caucus, Latin American Studies Association, and Haitian Studies Association. He is also Contributing Editor to the *Handbook of Latin American Studies*, at the Library of Congress. He has ongoing collaborations with the University of London's Institute of the Americas; University of São Paulo Center for the Study of Violence project; and University of São Paulo Center for the Study Public Policy. He also directs the Hangzhou-China Mechanical Engineering-International Relations-STS-Mandarin summer study abroad program.

Lianne Cartee was born in Gulfport, MS and received a B.S. in Biological Engineering from Mississippi State University. She studied electrophysiology in graduate school and received a Ph.D. in Biomedical Engineering from a school in Durham that shall not be named. After a year of post-doctoral work, she joined the Center for Auditory Prosthesis Research at Research Triangle Institute where she worked with cochlear implant patients and studied the electrical response of the cochlear nerve while simultaneously teaching classes at the school in Durham and NC State. Realizing her love for teaching, she joined the faculty of the Joint Department of BME at NC State and UNC-CH in 2005 and currently serves as the Director of Undergraduate Studies, alternating her time between campuses. She is a member of the NC State Academy of Outstanding Teachers.

Course description:

Students will learn the process of developing public policy at the state level through a combination of readings, lectures, class presentations from legislators and government officials, a critical examination of selected engineering policy solutions and their impacts, and observation of a state government committee drafting policy process on a technology or engineering related topic during the laboratory period. After being introduced to the ideas and techniques for creating public policy, students will be exposed to the engineering design process. This includes problem definition, producing a needs

statement, quantifying the need and identifying possible solutions. The process of developing public policy will then be examined through the lens of engineering design. Students will critically examine case studies of policy developed around technological issues and identify both the policy and the engineering design approaches to solving problems. In a final report and class presentation, students will produce their own solution to a current policy being drafted in committee using both the policy and the engineering approach to problem solving. In addition to the final report, graded work will include a mid-term exam, in-class presentations based on course readings, homework assignments, and journal entries detailing their observations of legislative committees. The course consists of two 50-minute lectures and one 150-minute lab experience. Lab time will be utilized for in-person visits to government agencies and legislative committees in downtown Raleigh. Transportation time to downtown Raleigh on public transportation is included in the 150 minutes.

HON 296-006

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

GEP category: Interdisciplinary Perspectives

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

Location: Quad Commons 201

Credits: 3 credit hours

Instructors: Dr. David Gilmartin, Professor, History & Dr. Lucy Laffitte, Teaching Assistant Professor, History

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 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 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 *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.

HON 297-001

Course title: Performing the Lost Cause

GEP category: Interdisciplinary Perspectives & US Diversity

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

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: Restricted to freshmen in the University Scholars Program

Instructor: Dr. Kristen M. Turner, Music

Dr. Kristen M. Turner teaches in the Music Department. She received her undergraduate degree in music performance (oboe) from UNC-Greensboro and holds graduate degrees in musicology from the Eastman School of Music and UNC-Chapel Hill. At NC State she teaches courses in western classical music, women and music, African American music, and American music. Her work centers on the intersection between music and identity in the United States during the nineteenth and twentieth centuries. She has published articles on American operatic culture in the *Journal of the Society of American Music* and the *Journal of Musicological Research* and has essays in two forthcoming collected editions: *The Cambridge Companion to Gershwin* and *Carmen Abroad*. She is currently working on a book manuscript about the use of opera as a symbol of race and class in vaudeville and musical comedies in the United States at the turn of the twentieth century. Her research has been supported by grants from the Society of American Music and the National Endowment for the Humanities. In addition to her research, Dr. Turner hosts a podcast on the New Books Network.

Course description:

At the end of the Civil War in 1865, 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 memorials to prominent figures in the Confederacy and Reconstruction. There are two written assignments: an essay as part of a project utilizing primary sources at the NCSU Library and a final project consisting of an essay and visual component on a topic of the student’s choice.

HON 299-001

Course title: Popular Songs and Communication

GEP category: Visual and Performing Arts

Day/Time: M/W 8:30 – 9:45 AM

Location: Broughton 3216

Credits: 3 credit hours

Instructor: Dr. Will Boone, Music

Dr. Will Boone teaches in the music department at NCSU, where he has taught courses on popular music, hip-hop, and African-American music. He received a PhD from UNC-Chapel Hill in 2013 with ethnographic research on contemporary black gospel music in a Durham, North Carolina church. His publications include academic essays, articles for the *Grove Encyclopedia of American Music*, and the extensive liner notes for *Labor of Love*, the 2016 release from Grammy Award-winning blues legend Taj Mahal. Dr. Boone's engagements as an invited guest speaker include presentations at the famed arts and technology conference *Moogfest* in Durham, NC, and the *Freight Train Blues* concert series in Carrboro, NC. He has presented research widely at national and international conferences. An advocate of incorporating digital media technologies into music education, Dr. Boone partnered with Jason Groth at NCSU's Hunt Library to create a beat-making workshop where students use the library's audio production suites to sample vinyl records and create their own digital compositions. Dr. Boone is also a songwriter and guitarist who has played professionally with black gospel artists since 2002, in the band of *American Idol* finalist Anoop Desai, and in The Petty Thieves, a Tom Petty tribute band.

Course description:

In 21st century America, most poets languish in obscurity, and instrumental music struggles to find an audience. Yet, the creators and performers of popular songs are some of our most recognizable and influential cultural figures. Songs—irreducible combinations of words and music—are powerful vehicles of communication that can reach a massive audience. This class explores popular songs as a form of communication. We will analyze dozens of popular recordings released between 1950 and the present as we examine how songs communicate, what they communicate, and the limits of this communication. The songs will lead us into considerations of culture, politics, identity (race, class, gender, sexual orientation, etc.), emotion, spirituality, and other areas of human experience. We'll explore how songs both reflect and shape our understanding of the world and our place in it. Assignments include several short writing assignments, a podcast, and a songwriting project. No prior musical experience as a performer is required to be successful in the class.

HON 300-001

Course title: Race, Membership, and Eugenics

GEP category: US Diversity

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Clark 205

Credits: 3 credit hours

Instructor: Carolyn Veale, Assistant Director, University Honors Program

Carolyn P. Veale is an Assistant Director of 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, and HON 398 - Race, Intelligence, and Eugenics. Carolyn received a BA in Political Science and a BA in Public Relations from NC State University, 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.

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). 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, membership, 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

Day/Time: M 1:30 – 4:15 PM

Location: Quad Commons 201

Credits: 3 credit hours

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

Dr. Larry Blanton is 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)

Day/Time: T/Th 8:30 – 9:45 AM

Location: Winston 213

Credits: 3 credit hours

Instructor: Dr. John 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 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)

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Burlington Labs 3108

Credits: 3 credit hours

Instructor: Dr. Marina Bykova, Professor of Philosophy

Marina F. Bykova is Professor at the Department of Philosophy and Religious Studies, and the Editor of the journal *Russian Studies in Philosophy* published by Routledge. Her area of specialization is 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 has authored three books and more than 200 scholarly articles. Her works have been published in Russian, German, and English. Her recent publications include *The German Idealism Reader* (ed., Bloomsbury, 2019), *Philosophical Thought in Russia in the Second Half of the Twentieth Century: A Contemporary View from Russia and Abroad* (co-ed., Bloomsbury, 2019), and *Hegel's Philosophy of Spirit: A Critical Guide* (ed., Cambridge, 2019).

Course description:

In this course students will be introduced to one of the most influential ethical theories in modern and contemporary moral philosophy, Kant's ethics. Not only did Kant provide impressive formulations of the most fundamental principle of morality, he also offered a stirring image of the possibility of deriving rules for human conduct from the value of human freedom and autonomy itself that does not depend on a theological view of the world. In addition to studying Kant's arguments for the fundamental principles of ethics, the course will also consider Kant's views of right and justice and discuss practical applications of his moral philosophy as well as their relevance to contemporary political and social issues, such as peace among nations, global justice, human rights, and social fairness.

HON 345-001

Course title: On the Human

GEP category: Interdisciplinary Perspectives & Humanities (Philosophy)

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

Location: Quad Commons 202

Credits: 3 credit hours

Instructor: Dr. Gary Comstock, Professor, 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 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 347-001

Course title: Freedom and the Self

GEP category: Interdisciplinary Perspectives & Humanities (Philosophy)

Day/Time: T/Th 1:30 – 2:45 PM

Location: Withers 344

Credits: 3 credit hours

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

Timothy Hinton holds graduate degrees in philosophy from Oxford University and MIT. He works in three areas of philosophy: ethics, political philosophy, and the philosophy of religion. He has published many articles and is the editor of *The Original Position*, published by Cambridge. Hinton has been a Member of the NC State Academy of Outstanding Teachers since 2008.

Course description:

This course explores the complex and interrelated concepts of freedom and the self. We focus on questions from political philosophy (like the question: “Is freedom just a matter of an absence of interference by the government?”), questions from social philosophy (like the question: “How is freedom related to individuality?”) and questions from metaphysics (like the question: “Do we have freedom of the will, or are all of our choices determined by the laws of nature?”) The class ends with an examination of some novels that, in various ways, take up our central themes. Our intention in doing so is to reflect on the way that imaginative novelists treat these themes. This will enable us to ask broader and more interesting questions about freedom and selfhood. This year’s novels will include: Margaret Atwood’s *The Handmaid’s Tale* and P. D. James’s *The Children of Men*.

HON 352-001

Course title: Self, Schooling, and the Social Order: A Critical Examination

GEP category: Social Sciences & US Diversity

Day/Time: M/W 8:30 – 9:45 AM

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Anna L. Patton, Director, Impact Leadership Village

Dr. Anna L. Patton (she/her/hers) serves as the Director of the Impact Leadership Village in Bowen Hall. Anna completed her PhD in Educational Studies & Cultural Foundations with a concentration in Educational Philosophy from UNCG in 2017. Prior to her doctoral focus on educational philosophy and educational studies, Anna's work and scholarship stemmed from her MEd in College Student Affairs Administration from the University of Georgia. Anna's dissertation work explored the concept of 'student orientation/s' through the philosophical lens of hermeneutic phenomenology. While at UNCG, Anna taught multiple sections of Philosophies of Education for both General Education requirements as well as Honors College students. Anna has been published in multiple peer-reviewed outlets including *The Journal of Curriculum Theorizing*, *The South Atlantic Philosophy of Education Society 2016 Yearbook*, and *The Journal of Critical Scholarship on Higher Education and Student Affairs*. As a social justice educator, Anna is passionate about developing equitable higher education environments where students are encouraged to interrogate hegemonic narratives of college life and education. In her free time, Anna enjoys spoiling her dog, Mr. Spock; singing along to *Moana* with her 3 year old niece; pulling for the Wolfpack as a proud Psych/Spanish alum of the College of Humanities and Social Sciences; and working on home improvement projects, of which she has little to no knowledge of how to complete [surprisingly, she has only been electrocuted once, so far]!

Course description:

Paulo Freire argued that there are only two approaches to education: either it is used to bring about conformity or it becomes the practice of freedom. Freire, who was an educator, philosopher, and activist, imagined that education was a site of social and cultural resistance and, therefore, should become a form of freedom from the oppression of social norms and culturally defined roles. Different theorists and critics have imagined education otherwise: as a space where students become democratic citizens, as a method to socialize persons into an overly administrated society, as a space designed to cultivate personal identity, or as a way to train obedient workers. All of these imaginaries are a way of viewing the unique interrelationship between the self, schooling, and the social order. The purpose of this course is to examine several of these imaginaries through the lens of revolutionary texts in education. This course will, then, have a dual motion. We will first survey major social theories as a way of understanding how societies and selves are related and structured. Secondly, and within the context of those theories, we will read breakthrough texts in education: texts that challenge, redefine, and question not only the role schooling plays in society, but also how schooling serves as a way to produce particular types of social agents. Assignments will include regular digital ruminations on course readings, a short creative writing product comparing/contrasting theorists' perspectives, a final autoethnography interrogating the intersections of schooling/identity/beliefs, and a class facilitation leading dialogue around a text of your choosing.

HON 353-001

Course title: Code Breakers: Unlocking the Mysteries of One Human Language

GEP category: Social Sciences & Global Knowledge

Day/Time: M/W 10:15 – 11:30 AM

Location: Clark 205

Credits: 3 credit hours

Instructor: Dr. Tiffany Kershner, Director, Fellowship Advising Office and Adjunct Teaching Assistant Professor of Anthropology

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 joined NC State in Fall 2011 as the 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:

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

HON 390-001

Course title: Music and the Celtic World

GEP category: Visual & Performing Arts

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Quad Commons 202

Credits: 3 credit hours

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

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.