

Fall 2020 HON Seminars

Course #	Title	Instructor	GEP	GEP	Day/Time	Location	Credits	Notes
HON 202-001	Transgression & Transformation in Women's Literature	Auten	HUM-LIT		T/Th 11:45 AM-1:00 PM	Quad Commons 201	3	FRESHMEN ONLY
HON 202-002	The Art of War	Mainland	HUM-LIT		M/W 10:15-11:30 AM	Caldwell G108	3	FRESHMEN ONLY
HON 202-003	Fiction and Science	Mainland	HUM-LIT		M/W 11:45 AM-1:00 PM	Caldwell G108	3	FRESHMEN ONLY
HON 202-004	Shakespeare and Leadership	Blackley	HUM-LIT		T/Th 11:45AM-1:00 PM	Caldwell 212	3	FRESHMEN ONLY
HON 202-005	Power of Horror	Phillips	HUM-LIT		T/Th 1:30-2:45 PM	Winston 131	3	FRESHMEN ONLY
HON 202-006	Data and the Human	Fyfe	HUM-LIT		M/W 10:15-11:30 AM	Poe 529	3	
HON 202-007	Visual Literacy and the Graphic Novel	Simon	HUM-LIT		T/Th 10:16-11:30 AM	Williams 2112	3	
HON 202-008	Representing Animals	Morillo	HUM-LIT		M/W 11:45 AM-1:00 PM	Jordan 1109	3	FRESHMEN ONLY
HON 290-001	Society's Mirror: Literature in 20 th -Century America	Nolan	HUM-LIT	USD	T/Th 10:15-11:30 AM	Quad Commons 201	3	FRESHMEN ONLY
HON 293-001	Globalization of China, 1500-1840	Duan	IP	GK	M/W 10:15-11:30 AM	Quad Commons 201	3	FRESHMEN ONLY
HON 293-003	Technologists of Color/STEM Applications & Innovations in Emerging Societies	Reynolds	IP	GK	M/W 3:00-4:15 PM	Quad Commons 201	3	
HON 293-004	Music and Social Life	Arnold	IP	GK	T/Th 11:45AM-1:00 PM	Quad Commons 201	3	
HON 293-005	Feelings of/from Technology: Analog Bodies in Digital Spaces	O'Leary	IP	GK	T/Th 1:30-2:45 PM	Quad Commons 201	3	FRESHMEN ONLY
HON 295-001	The Winners and Losers of U.S. Agricultural Policy	Treme	SS		M/W 10:15-11:30 AM	Quad Commons 202	3	FRESHMEN ONLY
HON 295-002	Election 2020	Taylor	SS		M/W 3:00-4:15 PM	Caldwell G108	3	
HON 296-001	Science, American Style	Brinkman	IP		M/W 3:00-4:15 PM	Winston 209	3	

HON 296-002	What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500	Ludington	IP		T/Th 8:30-9:45 AM	Winston 012	3	
HON 299-001	Popular Songs & Communication	Boone	VPA		T/Th 1:30-2:45 PM	Williams 2112	3	FRESHMEN ONLY
HON 300-001	Race, Membership, and Eugenics	Veale	USD		T/Th 11:45 AM-1:00 PM	Clark 205	3	FRESHMEN ONLY
HON 340-001	Religion and Freedom	Bivins	IP		T/Th 1:30-2:45 PM	Withers 344	3	FRESHMEN ONLY
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	T/Th 10:15-11:30 AM	Quad Commons 202	3	
HON 348-001	Emotion and Reason	Soyarslan	IP		M/W 1:30-2:45 PM	Quad Commons 202	3	FRESHMEN ONLY
HON 352-001	Self, Schooling, and the Social Order: A Critical Examination	Patton	SS	USD	M/W 11:45 AM-1:00 PM	Quad Commons 201	3	
HON 360-001	Music and Oppression	Turner	IP	GK	M/W 1:30-2:45 PM	Quad Commons 201	3	FRESHMEN ONLY
HON 398-001	Leadership in Professional Research	Domeracki			M/W 10:15-11:30 AM	Clark 205	3	
HON 398-002	Dis/Information	Rainey			T 3:00-4:50 PM	DH Hill 2113	1	8-week session
HON 398-003	Introduction to Exploring: Microadventures	Brewer			Th 3:00-4:50 PM	Quad Commons 201	1	8-week session

HON 202-001

Course title: “Nevertheless, She Persisted”: Transgression & Transformation in Women’s Literature

GEP category: Humanities (Literature)

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

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Anne Auten, Assistant Director, University Honors Program

Anne C. Auten is an Assistant Director of the University Honors Program, the Scholar-in-Residence for the Honors and Scholars Village, 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 19th-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 Paris study abroad course. 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 in favor of alternative stories based on other types of relationships, interests, and roles. 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, Margaret Atwood, and Roxane Gay. 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: The Art of War

GEP category: Humanities (Literature)

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

Location: Caldwell G108

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Catherine Mainland, Senior Lecturer, English

Catherine Mainland studied German in her native Scotland before moving to North Carolina in 2001. She received her MA and PhD in Germanic Languages and Literatures from UNC-Chapel Hill in 2006, writing her dissertation on works by Georg Hermann and Arthur Schnitzler and their intersections with Freud's study of hysteria. She then completed a second MA in English Literature at NC State in 2008, focusing on the works of Henry James. She has taught a range of American and Western World Literature survey courses since 2010, both at NC State and Campbell University. She also teaches graduate seminars in the MALS program at NC State. Since 2017, she has served as the English Department's Scheduling Officer, so it's a good thing she enjoys puzzles. Given her diverse background in literature, she considers herself a generalist, and has published and presented on Nathaniel Hawthorne, Sophie von La Roche, Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. In her spare time, Dr. Mainland writes fiction, and reads in English, German, and Dutch. She also enjoys talking about literature with her local book club. If no one else is available, she is happy to talk about literature to her cats, who enjoy this immensely.

Course description:

Whether nations win or lose, war has always left its mark on the arts. This course will take a comparative look at artistic responses to the American Civil War, the Spanish-American War, World Wars I and II, the Cold War, the Vietnam War, and modern military campaigns. Through our examination of the history and social psychology of war, we will pay constant attention to the infinitely human urge to use art to deal with the inhumane, comedy to combat tragedy, and story-telling to work through feelings of guilt, loss, inadequacy, or doubt. With readings of poetry, drama, and prose from the nineteenth and the twentieth centuries, and works ranging from cinema and television to video games, we will explore the ways in which humans deal with wars and their aftermath by placing them (safely?) in the artistic realm. We will study works such as: Twain, *Adventures of Huckleberry Finn*; Bierce, "Chickamauga"; Howells, "Editha"; British poetry of WWI; Remarque, *All Quiet on the Western Front*; Camus, *The Plague*; O'Brien, *The Things They Carried*; M*A*S*H* selected episodes; and *The Producers* (1968). The assignments for this course will include two short papers (~2.5 pages each), one final paper (~8 pages), regular reading quizzes, a midterm, and a final exam. The students will also give two short presentations in class, on pieces of music and visual art of their choice that are related to any aspect of military combat.

HON 202-003

Course title: Fiction and Science

GEP category: Humanities (Literature)

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

Location: Caldwell G108

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Catherine Mainland, Senior Lecturer, English

Catherine Mainland studied German in her native Scotland before moving to North Carolina in 2001. She received her MA and PhD in Germanic Languages and Literatures from UNC-Chapel Hill in 2006, writing her dissertation on works by Georg Hermann and Arthur Schnitzler and their intersections with Freud's study of hysteria. She then completed a second MA in English Literature at NC State in 2008, focusing on the works of Henry James. She has taught a range of American and Western World Literature survey courses since 2010, both at NC State and Campbell University. She also teaches graduate seminars in the MALS program at NC State. Since 2017, she has served as the English Department's Scheduling Officer, so it's a good thing she enjoys puzzles. Given her diverse background in literature, she considers herself a generalist, and has published and presented on Nathaniel Hawthorne, Sophie von La Roche, Kate Chopin, Georg Hermann, Mary Shelley and ETA Hoffmann, literature pedagogy, and Scottish literature of the fourteenth century. In her spare time, Dr. Mainland writes fiction, and reads in English, German, and Dutch. She also enjoys talking about literature with her local book club. If no one else is available, she is happy to talk about literature to her cats, who enjoy this immensely.

Course description:

This course will examine critical points of convergence between the sciences and fiction. The classes will consider a variety of approaches to fiction that will draw on discussions of topics ranging from the physical sciences to sociology. The aim will be to develop students' understanding of the symbiotic relationship between technological, social, and scientific change, and the necessary artistic process of imagining a changed world. Students will write two short papers (15%) and one longer paper (20%), take regular quizzes (20%) and a midterm (10%), and give two short class presentations (10%). Other graded components include a creative assignment (5%) and participation (20%).

HON 202-004

Course title: Shakespeare and Leadership

GEP category: Humanities (Literature)

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

Location: Caldwell 212

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Brian Blackley, Teaching Associate Professor, English

Brian Blackley is a Raleigh native who received his B.A. and M.A. degrees at NC State University and his Ph.D. from the University of Kentucky. He is a Teaching Associate Professor who has been part of the Department of English since 1993. He has publications on various poets of the English Renaissance and Shakespeare and is a contributing editor to volume 3 of the *John Donne Variorum* ("Satyres"). For fifteen years he was Managing Editor of the *John Donne Journal*. He also is the recipient of Outstanding Teaching Awards from CHASS and the Alpha Phi Foundation. A former Charlotte-Mecklenburg police officer and active duty US Navy Lieutenant, he has overarching interests in civilization and war.

Course description:

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

HON 202-005

Course title: The Power of Horror: Horror Fiction and Film

GEP category: Humanities (Literature)

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

Location: Winston 131

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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 insofar 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 202-006

Course title: Data and the Human

GEP category: Humanities (Literature)

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

Location: Poe 529

Credits: 3 credit hours

Instructor: Dr. Paul Fyfe, Associate Professor, English

As a scholar of literature and media history, Paul Fyfe is keenly interested in the cultural impact of communications technologies from the nineteenth century to the present. He is also a practitioner in what has been called “digital humanities,” experimenting with how digital technologies can change the way we view, analyze, and interact with the past. His research includes virtual reconstructions of historical places, tracking patterns in large collections of digitized newspapers, and using computer vision techniques to analyze historical illustrations. He is currently working on a book called *Digital Victorians*, a long history of the digital present rooted in nineteenth-century media cultures.

Course description:

We are living in the era of big data. At the same time, big data is shaping how we live, how we define the boundaries of private and public selves, how we make decisions, and how we are governed and manipulated. In other words, “data” no longer refers to electronic information alone, but to the emerging conditions that are redefining our humanity. This seminar invites students to identify and understand these changes across contexts including democracy and surveillance, identity and algorithms, education, artificial intelligence, and the environment. We will read a range of materials from science fiction to tech journalism to cultural studies. Additionally, with the help of hands-on workshops, we will try several entry-level experiments with data, from trying to acquire and control our own personal data, to visualizing and researching open data sets. No previous experience or special technical skills are required beyond basic familiarity with a computer. There are three major assignments for this course: a paper about the social implications of data; an autoethnography or study of yourself through personal data you can collect or recover; and a final group project involving the manipulation and analysis of a sample data set.

HON 202-007

Course title: Visual Literacy and the Graphic Novel

GEP category: Humanities (Literature)

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

Location: Williams 2112

Credits: 3 credit hours

Instructor: Dr. Margaret Simon, Associate Professor, English; Director, English Honors Program

Margaret Simon earned a BA in English and French from the University of Tennessee at Chattanooga, an MA in Comparative Literature from the University of Wisconsin, Madison, and a PhD in English from the University of Virginia. Her primary research area is sixteenth- and seventeenth- century British literature. She has been an instructor in the History of Text Technologies program at Florida State University and is currently an Associate Professor of English at NC State where she also directs the English Honors Program. Her research has explored the early modern representation of writing practices, particularly in the work of England's early women writers. She is also interested in the interplay between early modern theories of consciousness and literary form. On this topic, she has recently co-edited a volume for Penn State University Press, *Forming Sleep: Representing Consciousness in the English Renaissance*. Her current book project, *Open Books: Multi-Materiality and the English Renaissance Codex*, examines how books in the Renaissance represent and transform other textual objects, thereby reshaping the symbolic authority and the conceptual and physical borders of the early modern book. This interest in book history led her to a fascination with illustrated texts, up to and including graphic novels. She has taught numerous courses both on the graphic novel generally and specifically on representations of women and gender in graphic literature. She loves the opportunity to bring her knowledge of book making and the dynamics of book illustration to her courses on the contemporary graphic novel.

Course description:

Every day we are bombarded with a dizzying variety of written, visual, and multimodal messages. What are the relations of text and image in our highly mediated world? How do text and image make different types of arguments? How can they be integrated to make persuasive narratives or social critique? This course explores these broad issues through the experimental textual forms and ambitious visual narratives of the contemporary graphic novel. We will read a mixture of literary and interdisciplinary texts to consider how novelists, journalists, and researchers are using the possibilities of text and image to interpret complex and sometimes controversial information and even to explore their own roles as authors. The cartoonist Will Eisner has written that "stereotype is an essential tool in the language of graphic storytelling." We will evaluate this statement, coming to understand how an artist's visual "voice" shapes our perception of the characters and social conditions a work conveys. The course aims to foster flexible critical reading practices and to develop students' capacities in written as well as visual forms of academic argument. The major assignments are two 5-page essays and a final project that will combine critical and creative approaches to course material.

HON 202-008

Course title: Representing Animals

GEP category: Humanities (Literature)

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

Location: Jordan 1109

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. John Morillo, Professor, 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 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 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.

Course description:

How and why have people represented animals in words and images? How has it changed from the classical period to the present? What do different fields suggest can be known about animals, why does that knowledge matter, and to whom? Are they granted consciousness, ethical importance, a soul, or independent agency? Are they seen as more suitable a subject of knowledge for children or for adults? Do they have a place and stake in human politics, and if so, why? Do we have a moral obligation to them? Readings will necessarily be selective rather than exhaustive, and will include examples from fiction, nonfiction, and poetry, and from English, American, and some other literature in translation. As a course grounded in literature and taught by an English professor, the importance of how these fields write about their animal subjects and construct them rhetorically as objects of knowledge and interest will be central, but visual representations (film, video, TV, advertising) will complement the readings. Authors and texts may include: Genesis I, Lucretius' *Nature of Things*, Pliny's *Natural History*, Aesop's Fables, Medieval Bestiaries, Reynard the Fox, Cowper's poems, Taylor's *A Vindication of the Rights of Brutes*, Darwin's *Temple of Nature*, Kipling's *Jungle Book*, North's *Rascal*, Disney cartoons, Dick's *Do Androids Dream of Electric Sheep?*, and Herzog's film *Grizzly Man*. Students will also be introduced to some critical work by current animal studies scholars.

HON 290

Course title: Society's Mirror: Literature in 20th-Century America

GEP category: Humanities (Literature) & U.S. Diversity

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Jennifer Nolan, Associate Professor, English

Dr. Jennifer Nolan is an interdisciplinary scholar whose teaching, research, and publications explore twentieth-century U.S. literature, cultures, and identities. She earned her Ph.D. in the interdisciplinary field of American Studies after completing a B.A. in English and Philosophy and an M.A. in English Language and Literature. Her teaching for the English department, Interdisciplinary Studies, and the University Honors Program reflects and brings together these interests. Her research focuses on literature published in mass-market magazines from 1918 – 1945, whose popularity and reach finds its modern-day equivalent in streaming platforms like Netflix and Hulu. Far from being apart from the advertising, illustrations, and historical contexts that surrounded their work, Dr. Nolan's publications argue that these stories and poems must be understood as a part of these contexts. By placing the work of canonical authors, such as F. Scott Fitzgerald, William Faulkner, and Langston Hughes, back within the magazines where they found their largest audiences, Dr. Nolan calls for new ways of thinking about these writers and their works that acknowledge their place in the popular culture of their time.

Course description:

Anyone who has looked in the mirror knows that mirrors – unlike Instagram filters – reflect not what we want to see, but what is there. This course looks at several key works of twentieth-century American literature and asks what they reveal about the society in which they were produced. In honor of the beginning anew of the 20s, the first half of our class will consider the many ways literature in the Jazz Age represented and critiqued the era – from stories published in popular magazines, which find their modern-day equivalent in streaming services, to authors of the Harlem Renaissance. The second half of the class will take us to the second half of the century, where we will consider how authors like Ken Kesey, Shirley Jackson, and Margaret Atwood reveal and challenge prevailing conformity. To continue with our metaphor, the frame for our mirror will consist of the social, cultural, and material contexts in which these works were published, understood, and interpreted, and our investigations will take us into the pages of magazines from the 1920s and media interpretations of *One Flew Over the Cuckoo's Nest* and *The Handmaid's Tale*. The course will culminate with creative projects considering what our literary works have to say to modern-day audiences.

HON 293-001

Course title: Globalization of China, 1500-1840

GEP category: Interdisciplinary Perspectives & Global Knowledge

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Xiaolin Duan, Assistant Professor, History

Xiaolin Duan is an Assistant Professor of Chinese history in the Department of History, where she teaches Asian history, Chinese history, history of travel, material culture, and research methods. Duan earned her Ph.D. from the University of Washington, Seattle in Chinese history. Her research specialization focuses on socio-cultural history in medieval and early modern China, particularly urban history, popular religion, and visual/material culture. Her book manuscript, *Leisure and Nature: Sightseeing around Hangzhou's West Lake*, examines how West Lake, a cultural landmark next to the city of Hangzhou, was conceptualized and contextualized in Middle-Period China. Her new research project, "Fashioning the Pacific Trade: Silk Production and Consumption in China and New Spain, c. 1500-c.1750," explores the early modern production, trade and fashion trend of silk textiles in China and New Spain. She translated various works in pre-modern and modern Chinese history and art history. She has also contributed to the Seattle Art Museum's project "Online Catalog of Chinese Painting and Calligraphy."

Course description:

This course takes the sixteenth to the early nineteenth century as the beginning stage of globalization, and especially focuses on how China was woven into this emerging global network. In roughly chronological order, we will be focusing on China's interaction with the New World, the Dutch, Great Britain, and the US. During this early-modern period of intensifying interaction and exchange, "things" traveled more than ever before, and in their movement across various boundaries, they acquired and created new meanings. We will therefore look into commodities such as ceramics, tobacco, tea, and textiles, all of which generated new relations and expanded the cultural horizon of early modern people. This interdisciplinary course is designed for students who want to look into the various ways that history was made, recorded, remembered and represented. Students will learn skills of collecting/evaluating sources and presenting critical thinking to different audiences. Students will be encouraged to apply ideas from other fields, such as art history and religious studies, to the study of history. The class format will be a combination of interactive lectures, discussion, presentation, group research, and exhibition workshops. Major assignments include response papers and a final exhibition project on an aspect of globalization and how China was involved.

HON 293-003

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

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: M/W 3:00 PM - 4:15 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 293-004

Course title: Music and Social Life

GEP category: Interdisciplinary Perspectives & Global Knowledge

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

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Alison Arnold, Lecturer/Teaching Assistant Professor, Music/Arts Studies

Dr. Alison Arnold is a Lecturer of Music and Assistant Teaching Professor of Arts Studies at NC State University, where she teaches courses in world music, music of Asia, and cross-cultural arts. Prior to joining the NC State 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 BA Honors 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 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. She was an invited keynote speaker at the Asian Popular Music International Workshop at the University of Heidelberg, Germany, in 2010. She edited the South Asia Volume of *The Garland Encyclopedia of World Music* (2000). Her online Music textbook, *What In The World Is Music?*, was co-written with colleague Dr. Jonathan Kramer and published by Routledge in 2015. She has served as Vice President and President of the Society for Ethnomusicology, Southeast and Caribbean Chapter (SEMSEC), and organized a joint regional conference together with the North Carolina Folklore Society at NC State University in 2005. Dr. Arnold is an active performing musician, playing locally and regionally in four Celtic music bands. Since 2005, she has run a traditional Irish Music Session at NC State, open to all students, faculty, and staff, as well as local community members and visiting musicians.

Course description:

In this course, students will examine the nature of music and the diverse roles and functions it plays in human social experience from a global perspective. Students will explore the historical, social, cultural, and political contexts of music-making, and the ways music and dance shape social life, ideas, and values. Students in this class will engage with the fields of ethnomusicology and anthropology through ethnographic readings, writing, video and audio recordings. They will also gain first-hand experience of ethnomusicological and anthropological research methods by carrying out local field research projects.

HON 293-005

Course title: Food: Culture, Insecurity, and Ethics

GEP category: Interdisciplinary Perspectives & Global Knowledge

Day/Time: T/Th 1:30 PM – 2:45 PM

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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 at NC State. Over the last seven 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. 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:

Not only do we live in a digital age, we live in a time where technology permeates and infuses everything we do and this has led to both optimism and concern. The existential challenges raised by the digital age raise many questions: What is technology and what is its purpose? Why has the increased prosperity technology provides met with seemingly impoverished lives, loneliness, and alienation? How does technology mediate our sense of identity and the relations we have with society, nature, and ourselves? This course will explore the *phenomenology of technological life* - that is, the descriptive method aimed at looking at the relations between humans and our world, a technologically-mediated world. We will use this experiential and descriptive approach to consider the moral dimensions and psychological and political consequences of digital and emerging technologies, especially information technologies like the internet and social media. A central claim of this course is that we cannot understand ourselves, our world, and our historical situation without critically engaging technology.

HON 295-001

Course title: The Winners and Losers of U.S. Agricultural Policy

GEP category: Social Sciences

Day/Time: M/W 10:15 AM – 11:30 AM

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Julianne Treme, Assistant Teaching Professor, Agricultural & Resource Economics

Prior to joining the Agricultural and Resource Economics Department at NC State, Dr. Treme was a tenured professor at the University of North Carolina Wilmington. She also taught at Wake Forest University as a Visiting Assistant Professor and Elon University as an Adjunct Professor. Dr. Treme is passionate about undergraduate research. She strives to develop high-quality research projects with students to maximize their undergraduate experience and has a long track-record of working with students to create research papers, posters, and conference presentations. Her research interests are in the field of Applied Microeconomics. Topics include scholarship of teaching and learning, agricultural nutrition, health economics, and sports economics. She is proud to teach in both the 4-year Agribusiness Management program and the 2-year Agricultural Institute program.

Course description:

This course explores the history and unintended consequences of the United States' (and international) agricultural policy. We will develop tools to assess the logical, objective, and critical analysis of agricultural policies. Every policy intervention involves winners and losers and your objectives will be to identify and evaluate how welfare is affected by government intervention. Students will explain, hypothesize, or interpret a disciplinary issue, based on critically analyzed evidence. Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often result in retaliation against U.S. agriculture. Grades will be based on student presentations, debates, class participation, and a final policy paper.

HON 295-002

Course title: Election 2020

GEP category: Social Sciences

Day/Time: M/W 3:00 PM - 4:15 PM

Location: Caldwell G108

Credits: 3 credit hours

Instructor: Dr. Andrew Taylor, Professor, Political Science

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

Course description:

This course will examine all aspects of the 2020 election—with particular focus on the presidential, congressional, and gubernatorial contests. We will analyze the campaigns and their finances and use of both traditional and social media. We will explore the behavior of voters and the effects of partisanship, socioeconomic status, and demographic characteristics on vote choice. We will also look at the impacts of institutional arrangements like the Electoral College and matters such as incumbency advantage and gerrymandering on election outcomes. Students will do this by exploring elections from the past and present using both qualitative and quantitative approaches.

HON 296-001

Course title: Science, American Style

GEP category: Interdisciplinary Perspectives

Day/Time: M/W 3:00 PM - 4:15 PM

Location: Winston 209

Credits: 3 credit hours

Instructor: Dr. Paul Brinkman, Adjunct Teaching Associate Professor, History; Head, History of Science Research Lab and Curator of Special Collections, NC Museum of Natural Sciences

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 the 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:

As modern science developed from the 1600s on, although initially primarily in Europe, Americans engaged in and contributed to science. In turn science and technology became defining elements of modern American culture. You will explore questions such as: How has science in the United States developed its own distinctiveness? What role has science and technology played in the development of American culture? How have scientific ideas shaped our society and, in turn, how has American society shaped the development of science? Is there even such a thing as *American* science, as a useful historical category? Throughout the course, answering these questions engages overarching themes, including: science, religion, and politics; frauds and quackery in science; the professionalization of science; and science in popular culture. The course begins with a discussion of natural philosophy during America's colonial and revolutionary period, looking at how science played a role in the development of the early republic. Our discussions of the 19th century will be concentrated on the professionalization of science and the formation of several important American scientific institutions. Moving into the progressive era in the early 20th century, we will analyze eugenics, the development of scientific management, in relation to American issues of immigration and race. Later, we will address the creation of the atomic bomb and the birth of "Big Science" after WWII. As we move past WWII, we will look at several scientific issues that have captured the attention of the American public, focusing predominantly on the space race in the late 20th century.

HON 296-002

Course title: What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500

GEP category: Interdisciplinary Perspectives

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

Location: Winston 012

Credits: 3 credit hours

Instructor: Dr. Charles (Chad) Ludington, Teaching Associate Professor, History

Charles Ludington received his undergraduate history degree from Yale University and his master's and doctoral degrees from Columbia University. He has published essays on the Huguenot diaspora in Ireland, British and Irish political thought in the late-Stuart era, and the history of wine consumption in Britain from the mid-seventeenth century to the mid-nineteenth century. His first book, *The Politics of Wine in Britain: A New Cultural History* (2013, paperback 2016), used wine consumption as a window onto English, Scottish, and British political culture from Cromwell to Queen Victoria. He was elected a fellow of the Royal Historical Society in London in 2014. Since earning his doctorate in 2003, Ludington has taught Early Modern and Modern British history, European history, European intellectual history, and food history at Duke University, the University of North Carolina at Chapel Hill, and North Carolina State University. He has won three teaching awards, including lecturer of the year in the College of Humanities and Social Sciences at North Carolina State University, where he was made a Teaching Associate Professor of History in 2013. From 2015-17, Ludington has been a Marie Curie Senior Research Fellow at University College Cork and Université de Bordeaux-Michel Montaigne. He is investigating the role of Irish merchants in the development of Bordeaux wine into a luxury product during the period 1700-1855.

Course description:

This course will expose students to some of the major ideas and debates in Western history since 1500. Students will be required to read excerpts from primary texts in order to understand the arguments being put forth; secondary texts in order to put these ideas and debates in historical context and to see how historians have analyzed them; and recently published essays, articles, books, etc. to see how these historical debates remain present, albeit in slightly different form. Indeed, both the continuity and change within these debates will be emphasized and explored in class discussion and writing. By reading both primary and secondary sources pertaining to major debates in Western history, students will learn to identify cultural differences within and between societies across time and space. And by learning about how major ideas and debates in Western history still pertain to contemporary society, students will learn to develop their skills in ethical reasoning, and to assess critically the consequences of actions, both personal and institutional.

HON 299-001

Course title: Popular Songs and Communication

GEP category: Visual and Performing Arts

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

Location: Williams 2112

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Will Boone, Lecturer, Music

Dr. Will Boone teaches in the music department at NC State, 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, NC 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 NC State'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

Course title: Race, Membership, and Eugenics

GEP category: U.S. Diversity

Day/Time: T/Th 11:45 AM – 1:00 PM

Location: Clark 205

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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 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 multicultural issues in educational and organizational settings. During her free time, Carolyn likes to spend time with family.

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 involve 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, and 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 340

Course title: Religion and Freedom

GEP category: Interdisciplinary Perspectives

Day/Time: T/Th 1:30 PM – 2:45 PM

Location: Withers 344

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

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

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

Course description:

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

HON 345

Course title: On the Human

GEP category: Interdisciplinary Perspectives & Humanities (Philosophy)

Day/Time: T/Th 10:15 AM - 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 348

Course title: Emotion and Reason

GEP category: Interdisciplinary Perspectives

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

Location: Quad Commons 202

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Sanem Soyarslan, Assistant Professor, Philosophy and Religious Studies

Dr. Sanem Soyarslan is an assistant professor of philosophy in the Department of Philosophy and Religious Studies. She specializes in the history of ethics and early modern philosophy, with a particular emphasis on the philosophy of Spinoza. Soyarslan has an ongoing interest in ethical theories both ancient and modern. Her recent work focuses on Spinoza's distinction between reason and intuitive knowledge and its ethical implications. In her next major project, Soyarslan aims to develop a detailed and accurate account of Spinoza's ethical thought by situating it in its historical context, giving special attention to ancient philosophers such as Aristotle and the Stoics and to Spinoza's near-contemporaries, especially Descartes.

Course description:

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, Descartes and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

HON 352

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

GEP category: Social Sciences & U.S. Diversity

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

Location: Quad Commons 201

Credits: 3 credit hours

Instructor: Dr. Anna Patton

Dr. Anna L. Patton (she/her/hers) is a pre-college transition specialist and educational consultant in the Raleigh area. From 2017-2020, Anna served 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 dogs; singing along to *Moana* with her 4 year-old niece; pulling for the Wolfpack as a proud Psych/Spanish alum of the College of Humanities and Social Sciences; and making nerdy jokes with her husband, Ben!

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, and beliefs; and a class facilitation leading dialogue around a text of your choosing.

HON 360

Course title: Music and Oppression

GEP category: Interdisciplinary Perspectives & Global Knowledge

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

Location: Quad Commons 201

Credits: 3 credit hours

Restrictions: New freshmen in the University Honors & Scholars Programs

Instructor: Dr. Kristen Turner, Lecturer, Music

Dr. Kristen M. Turner teaches in the Music Department at NC State. 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. Most of her research is devoted to popular entertainment and opera at the turn of the twentieth century and music during the American Civil Rights Movement. 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 books: *The Cambridge Companion to Gershwin* and *Hidden Narratives of Women and Music*. 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.

Course description:

Music and Oppression will examine how people use music both as a tool of oppression and a method of resisting oppression. Course topics will include the use of western classical music by colonial powers; music and torture; music during World War II (including the use of music in concentration camps and as propaganda in Allied and Axis countries); music in Indian Boarding Schools; music in the American Civil Rights Movement; and hip hop as the music of oppressed populations in Europe and the United States. Reading assignments will come from a wide range of sources and disciplinary perspectives including scholarly articles, book chapters, and personal memoirs. We will listen to and discuss music from multiple genres including hip hop, pop, jazz, folk, and the western classical tradition. No previous musical experience as a performer is required to be successful in this class. We consider such questions as: How effective is music as a political tool? Why do people turn to music when resisting oppression? How do authoritarian governments create and use musical propaganda? Written assignments include short reading responses, a reading reflection essay, and a final project consisting of a 5-page essay and podcast on an example of music used in the context of enforcing or resisting oppression.

HON 398-001

Course title: Leadership in Professional Research

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

Location: Clark 205

Credits: 3 credit hours

Instructor: Dr. Michael Domeracki, Assistant Director, Shelton Leadership Center

Dr. Michael Domeracki currently serves as the assistant director for outreach programs at the Shelton Leadership Center where he oversees campus and community outreach initiatives. In particular, he fosters strong relationships with university partners, local affiliates, rural communities, and military and military-affiliated organizations. Related to this outreach, he is responsible for curriculum design, teaching university-level courses, and designing and facilitating values-based leadership and ethical community engagement workshops for pre-college students, university students, and professionals. Prior to coming to NC State, Dr. Domeracki was at the Center for Civic Leadership at Rice University for eight years where he designed curriculum for courses and experiential programming focused on student development through internships, undergraduate research, and preparation for post-baccalaureate applications and opportunities. In these roles, he mentored, taught, and served as the primary advisor for several distinguished and nationally competitive fellowships. At Rice, Dr. Domeracki was also an adjunct faculty member in the Department of Religion. He has taught courses in the critical study of religion, intensive writing seminars for first-year students, advanced undergraduate research support, preparation for graduate and professional schools, and experiential, co-curricular programs in leadership and civic action. He completed a Ph.D in the Department of Religion at Rice University exploring community identity and self-definition in early Christianity. Dr. Domeracki earned a B.A. in History at the University of Calgary, received a Master's degree from Vanderbilt Divinity School, and conducted non-degree graduate work at the University of Notre Dame.

Course description:

The purpose of this course is to equip students with the skills and competencies to exert leadership in academic- or research-related careers and prepare for inquiry-based capstone independent studies or internships before graduation. Within the structure of the course, sophomore and junior students will participate in activities, experiential and investigative assignments, and regularly scheduled seminars to explore topics of leadership within the academic and research realms of the public, private, and non-profit sectors. Students will develop an understanding of the academic life and learn how to compose application materials for post-baccalaureate experiences and draft a proposal for a personal inquiry-based project with a faculty member and/or professional. Furthermore, students will learn how to navigate the administrative concerns of the professional research realms, examine and apply personal values in research, and learn effective leadership techniques to effect positive change through inquiry-based enterprises. Collectively, this class will prepare students to engage the nuanced concerns of ethical practices, intellectual and academic honesty, and the social responsibility of professional research in anticipation of pursuing inquiry-based, capstone independent studies or internships in research.

HON 398-002

Course title: Dis/Information

Day/Time: T 3:00 PM - 4:50 PM (first 8 weeks of the semester)

Location: D.H. Hill Library 2113

Credits: 1 credit hour

Instructor: Hannah Rainey, Lead Librarian for Interdisciplinary Research, NC State University Libraries

Hannah Rainey is a librarian in the Research Engagement Department at the NC State University Libraries and collaborates with faculty and students on interdisciplinary research projects. She joined NC State in 2016 as a Libraries Fellow and worked for two years on a special project assessing the data security of the Libraries. She has taught workshops and instruction on cybersecurity, privacy, and data visualization at NC State and beyond. Hannah holds a MSIS from the University of Texas at Austin. She will be joined by two other super librarians, Lara Fontaine and Shaun Bennett.

Course description:

In a world of 24-hour news cycles, social media, and deep fakes it is difficult to discern what is true, what is opinion, and what is out-right false. The ability and habit of fact-checking information is increasingly important in light of recent global health crises and upcoming elections. This course will cover strategies for identifying misleading media, fact-checking news, and engaging in critical discussions about the information that we consume and share. Topics will include media bias, social media, online security and privacy, and the impact of AI and bots on media. In-person classes will be discussion-heavy with a mix of individual and partner work outside of class.

HON 398-003

Course title: Introduction to Exploring: Microadventures

Day/Time: Th 3:00 PM - 4:50 PM (first 8 weeks of the semester)

Location: Quad Commons 201

Credits: 1 credit hour

Instructor: Chester Brewer, Assistant Director, University Scholars Program

Chester Brewer is an avid pursuer of adventures big and small. His work in the field of experiential education has taken him all over including a 40,000 mile, 9-week road trip around the continental U.S. Chester's skills and educational background include a B.A. in Romance Languages, an M.Ed. in Outdoor Education, and wilderness first responder certification. His main goal is to help students of all backgrounds find simple ways to unplug from the screen and reconnect with their senses in the wider world.

Course description:

Adventure is a mindset, an opportunity to try something new, look at things from a new perspective, or step out of your comfort zone temporarily. We live in a world filled with distractions and innumerable activities that vie for our attention. With that, and the many responsibilities we each have, it can seem like adventure is an impossibility. Not so. Microadventures are a way of folding little bits of adventure into our everyday working life by changing our perspective of what an adventure can be. As long as you are in the right frame of mind, adventure can start right at your front door. This course helps students develop both the mindset and practical skills needed to find adventure wherever you are.