

## Spring 2021 HON Seminars

Course #	Title	Instructor	GEP	GEP	Day/Time	Delivery	Credits	Restrictions
HON 202-001	Fiction and Science	Mainland	HUM-LIT		M/W 11:45 AM-1:00 PM	Online sync	3	UHP and USP
HON 202-002	Monstrosity, Madness, and Marginality	May	HUM-LIT		T/Th 11:45 AM-1:00 PM	Online sync	3	USP FIRST-YEARS
HON 202-003	Utopias and Dystopias	Morillo	HUM-LIT		M/W 10:15-11:30 AM	F2F	3	USP FIRST-YEARS
HON 293-001	Feelings of/from Technology	O'Leary	IP	GK	M/W 1:30-2:45 PM	Hybrid	3	USP FIRST-YEARS
HON 295-001	The Winners and Losers of U.S. Agricultural Policy	Treme	SS		M/W 10:15-11:30 AM	Online sync	3	USP FIRST-YEARS
HON 296-001	Cancer Through the Ages	Parks	IP		T/Th 10:15-11:30 AM	Online sync	3	UHP
HON 296-002	What's the Big Idea?	Ludington	IP		T/Th 8:30-9:45 AM	Online sync	3	UHP and USP
HON 296-003	Arts Entrepreneurship	Brown	IP		T/Th 3:00-4:15 PM	Online sync	3	UHP and USP
HON 296-004	Zombies, Victims, and Other Corpses	Stein/Orcutt	IP		M/W 4:30-5:45 PM	Online sync	3	17 UHP/3 USP
HON 297-001	Performing the Lost Cause	Turner	IP	USD	M/W 1:30-2:45 PM	Online sync	3	17 UHP/3 USP
HON 297-002	North American Borderlands	Bruno	IP	USD	M/W 11:45 AM-1:00 PM	F2F	3	17 UHP/3 USP
HON 297-003	COVID Case Files	Welk-Joerger	IP	USD	M/W 10:15-11:30 AM	Online sync	3	UHP
HON 300-001	Race, Membership, and Eugenics	Veale	USD		T/Th 11:45 AM-1:00 PM	Online sync	3	USP FIRST-YEARS
HON 310-001	The Creative Process in Science	Blanton	IP	USD	T/Th 1:30-2:45 PM	Online sync	3	UHP
HON 344-001	Kantian Ethics	Bykova	HUM-PHIL		T/Th 11:45AM-1:00 PM	Online sync	3	UHP and USP
HON 345-001	On the Human	Comstock	HUM-PHIL	IP	T/Th 10:15-11:30 AM	Online sync	3	UHP and USP
HON 347-001	Freedom and the Self	Hinton	HUM-PHIL	IP	T/Th 1:30-2:45 PM	Online sync	3	USP FIRST-YEARS
HON 390-001	Music and the Celtic World	Arnold	IP or VPA	GK	T/Th 11:45 AM-1:00 PM	Online sync	3	UHP and USP

IS 250-001H	Globalizing North Carolina	Lewald	IP	USD	T/Th 1:30-2:45 PM	Online sync	3	UHP and USP
HON 398-001	Reading in Slow Motion: <i>A Game of Thrones</i>	Auten			W 6:00-7:50 PM	Online sync	1	UHP and USP*
HON 398-002	Body, Breath, and Mind: Connecting Core Components	Brewer			T 3:00-4:50 PM	Online sync	1	UHP and USP*
HON 398-003	New Fiction: Contemporary Issues in Literature	Johnson			W 6:00-7:50 PM	Online sync	1	UHP and USP*
HON 398-004	Women in the Workforce	Bullock			W 3:00-4:50 PM	F2F	1	UHP and USP*
HON 398-005	American Foreign Policy in a World Transformed	Cassidy			T 6:00-7:50 PM	F2F	2	UHP and USP*
HON 398-006	Diving into Research	Ashwell			Th 3:00-4:50 PM	Hybrid	2	UHP

\*Must have taken 2 HON seminars or 2 semesters of Scholars Forum

## HON 202-001

**Course title:** Fiction and Science  
**GEP category:** Humanities (Literature)  
**Days/times:** M/W 11:45 AM – 1:00 PM  
**Course delivery:** Online synchronous  
**Credits:** 3 credit hours  
**Restrictions:** UHP and USP students

**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 NCSU 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 NCSU and Campbell University. She also teaches graduate seminars in the MALS program at NCSU. 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 202-002

**Course title:** Monstrosity, Madness, and Marginality

**GEP category:** Humanities (Literature)

**Days/times:** T/Th 11:45 AM – 1:00 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** First-year USP students

**Instructor:** Dr. Leila May, Professor, English

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

### **Course description:**

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

## HON 202-003

**Course title:** Utopias and Dystopias  
**GEP category:** Humanities (Literature)  
**Days/times:** M/W 10:15 – 11:30 AM  
**Course delivery:** Face-to-face  
**Credits:** 3 credit hours  
**Restrictions:** First-year USP students

**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:**

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

## HON 293-001

**Course title:** Feelings of/from Technology: Analog Bodies in Digital Spaces

**GEP categories:** Interdisciplinary Perspectives & Global Knowledge

**Days/times:** M/W 1:30 – 2:45 PM

**Course delivery:** Hybrid

**Credits:** 3 credit hours

**Restrictions:** First-year USP students

**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:**

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 been 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

**Days/times:** M/W 10:15 – 11:30 AM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** First-year USP students

**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 U.S. (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 296-001

**Course title:** Cancer Through the Ages  
**GEP category:** Interdisciplinary Perspectives  
**Days/times:** T/Th 10:15 – 11:30 AM  
**Course delivery:** Online synchronous  
**Credits:** 3 credit hours  
**Restrictions:** UHP students

**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 296-002

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

**GEP category:** Interdisciplinary Perspectives

**Days/times:** T/Th 8:30 AM - 9:45 AM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP and USP students

**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 296-003

**Course title:** Arts Entrepreneurship  
**GEP category:** Interdisciplinary Perspectives  
**Days/times:** T/Th 3:00 – 4:15 PM  
**Course delivery:** Online synchronous  
**Credits:** 3 credit hours  
**Restrictions:** UHP and USP students

**Instructor:** Kathryn Brown, Lecturer, Arts Entrepreneurship

Kathryn Brown is a Lecturer in Entrepreneurial Studies in the Arts, teaching courses in arts marketing, arts venture planning, and introductory courses for students interested in exploring arts entrepreneurship as a potential career path. Prior to joining the NC State faculty (2015), she worked with Charlotte’s artist-entrepreneurs across disciplines at Central Piedmont Community College in Charlotte, NC where she designed and taught arts entrepreneurship courses for the CPCC Small Business Center. She currently serves on the Board of Directors for the Society for Arts Entrepreneurship Education and is a candidate for the Doctor of Musical Arts in Clarinet Performance at the University of South Carolina. Prof. Brown has over fifteen years of entrepreneurial experience as a freelance musician and private music teacher, performing with numerous professional orchestras across the southeast and teaching clarinet and piano lessons to young children, teens, and adults.

### **Course description:**

This course examines the intersections between the arts and entrepreneurship, particularly entrepreneurship in an arts context. Individual artists and arts organizations face unique challenges in designing, marketing, launching, and sustaining arts-related ventures. Students will examine these challenges through a mixture of activities and lesson formats including the examination of business models in the arts, class discussion, hands-on activities in groups, off-campus excursions to local arts businesses and organizations, and opportunities to discuss arts entrepreneurship with visiting artist-entrepreneurs. Throughout the semester, students will work in teams to develop marketing strategies and audio-visual marketing content for artist-entrepreneurs in the Triangle. Course content represents an inclusive, broad range of visual and performing arts ventures spanning multiple visual and performing arts disciplines and traditions.

## HON 296-004

**Course title:** Zombies, Victims, and Other Corpses: Mediating Death in American Culture

**GEP category:** Interdisciplinary Perspectives

**Days/times:** M/W 4:30 – 5:45 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** 17 UHP students/3 USP students

**Instructor:** Dr. Sarah Stein, Associate Professor, Communication; Darby Orcutt, Assistant Head-Collections & Research Strategy, NC State University Libraries

Sarah Stein is an Associate Professor in the Department of Communication, and teaches media production as well as criticism and theories of mediated communication. She received her Ph.D. in Communication Studies from the University of Iowa after a 25-year career in documentary filmmaking in New York City. Two of the documentaries she edited won Academy Awards, while others won Emmys, the Columbia-DuPont Journalism Award, and numerous domestic and international film festival awards. Dr. Stein served from 2006-2009 as an Assistant Vice-Provost for Information Technology Special Projects. Her work as a member of NC State's Virtual Computing Lab (VCL) team brings her scholarly communication perspective to bear on the cultural and social dynamics involved in advancing technological transformation. She is the NC State Coordinator for the VCL-NC Community College System partnership using the VCL. Dr. Stein has twice received (2009 and 2012) the prestigious IBM Faculty Research Fellow Award.

As Assistant Head of the Collection Management Department, Darby Orcutt leads the NC State Libraries collection programs in all humanities and social sciences disciplines, as well as coordinates interdisciplinary and international collecting. He holds an M.S. in Library Science, M.A. in Communication Studies, and B.A. in Speech Communication and Religious Studies. His scholarly publications, presentations, and research are interdisciplinary, including current research on Arab & Islamic identity in comic books and on zombies and other images of the dead in contemporary popular culture.

### **Course description:**

This course draws upon television, film, comic books, news coverage, advertising, and video games in examining contemporary media images of death and dead bodies, comparing and assessing these with respect to religious, psychological, sociological, political, and biological perspectives on death. As researchers, students will need to critically engage with the tools and literatures of diverse disciplines, including media studies, religious studies, popular culture, anthropology, criminology, biology, literary criticism, film studies, psychology, and others. As writers, even at the undergraduate level, students will have the opportunity to make seminal contributions to scholarship related to course content, and will be strongly encouraged and supported in pursuing options for scholarly dissemination of their research. Class meetings will be discussion-oriented, requiring full preparation and participation from each class member. Many sessions will include guests who work or have worked with death and corpses in medical, investigative, mortuary, religious, and other professional contexts. Many sessions will include discussions planned and led by small groups of student peers, who will assign readings in advance, present topics, and guide class conversation. Each student will be required to co-lead one course session during the semester.

## HON 297-001

**Course title:** Performing the Lost Cause

**GEP categories:** Interdisciplinary Perspectives & US Diversity

**Days/times:** M/W 1:30 – 2:45 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** 17 UHP students/3 USP students

**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:**

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 297-002

**Course title:** North American Borderlands

**GEP categories:** Interdisciplinary Perspectives & US Diversity

**Days/times:** M/W 11:45 AM – 1:00 PM

**Course delivery:** Face-to-face

**Credits:** 3 credit hours

**Restrictions:** 17 UHP students/3 USP students

**Instructor:** Dr. Dean Bruno, Associate Teaching Professor & Assistant Department Head, History

Dean Bruno is the Assistant Department Head for Student Affairs in the History department and also directs the department's Honors Program. He earned MA degrees from NC State University, and his doctorate from Vanderbilt University. Prior to working in academia, he served as a senior administrator in higher education and also worked as an analyst for Ernst & Young. He has taught classes on the American West, US Environmental History, and Native American History at NC State University since 2013. He has also served as a Visiting Professor at Duke University. He has presented his work at various workshops and conferences, including the Newberry Library Consortium in American Indian Studies, Society for Historians of the Early American Republic, and the American Society for Ethnohistory. He received the History Department Teaching Award in 2015, and the College of Humanities and Social Sciences Outstanding Lecturer Award in 2018.

### **Course description:**

While much North American history is focused on the creation and maintenance of nation-states, the history of borderlands and borders allows scholars to analyze the various ways that people crossed, shaped, and openly defied borders in pursuit of their own individual and group goals and objectives. This course examines the historical construction of borderlands from the pre-colonial period to the modern era. Major themes will include encounters, exchanges, cooperation, conflict, agency, and identity within the broader context of social, cultural, environmental, and economic power dynamics and differentials. In particular, this course will investigate how competition and control for land, natural resources, and trade goods transformed the physical places and cultural spaces of these regions and also the people who called them home. In this discussion-based seminar, we will interpret and analyze assigned readings on a weekly basis. Our journey into the past will also be informed by paintings, music, photographs, and objects of material culture. For assignments, students will demonstrate their mastery of the material via weekly in-class reading evaluations (short essays), and take-home midterm and final essays.

## HON 297-003

**Course title:** COVID Case Files: Health and Illness Yesterday and Today

**GEP categories:** Interdisciplinary Perspectives & US Diversity

**Days/times:** M/W 10:15 – 11:30 AM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP students

**Instructor:** Dr. Nicole Welk-Joerger, Postdoctoral Teaching Scholar, History

Dr. Nicole Welk-Joerger is an interdisciplinary historian, informed by her training in art history, anthropology, and the history of science, technology, and medicine. She has taught courses in the history of science, public health history, and the environmental humanities across various institutions, including the University of Pennsylvania, Drexel University, and Franklin and Marshall College. Dr. Welk-Joerger has won awards for both her teaching and her scholarship. Her most recent research has focused on the role of agribusinesses and pharmaceutical companies in shifting relationships between humans and livestock in food production. She has not only done extensive archival work, but has also conducted ethnographic research with Amish and "English" farming communities in Pennsylvania, Maryland, and Delaware. Dr. Welk-Joerger is interested in telling stories at the intersection of agriculture and public health, seeing these worlds as completely entangled and reliant on ever-developing scientific data. She takes on this interest as a former "farm kid," who was the president of her 4-H dairy club in high school and once milked cows and chucked pumpkins as part of her afterschool work.

### **Course description:**

The coronavirus pandemic is unlike any other disease epidemic we have ever seen in the United States. And yet, for historians of medicine, there are moments that seem strikingly similar: events that overlap with or are continuations of past events in U.S. public health history. In this course, we will bridge past and present with careful attention to how COVID19 has dramatically changed our world, considering how history can inform why this came to pass, and questioning what lies ahead. Applying theories and methodologies in history and anthropology (particularly Science and Technology Studies and the Medical Humanities), we will explore various facets of the disease by contextualizing major cases from it. We will explore major intellectual shifts in medical knowledge, public distrust in expertise, the role of politics and industry in public health, and the intersection of social injustice and health disparities. In "framing" COVID19 by comparing it with others, we will examine how the changing nature of medical knowledge has influenced how we treat illness differently in individuals and populations. We will trace the origins of public health power in the U.S. since the political formation of the country, and interrogate the roots of contemporary health disparities. Finally, we will create our own COVID19 timelines and source databases that connect past with present, private with public, and the personal with the academic at NC State (and our interconnected networks). Completing a final exhibition with a fusion of historical and contemporary works, we will have a chance to interpret and create sources so we may reflect on our experiences with COVID19.

## HON 300-001

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

**GEP category:** US Diversity

**Days/times:** T/Th 11:45 AM – 1:00 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** First-year USP students

**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, HON 398- Race, Intelligence and Eugenics. Carolyn received a BA in Political Science and a BA in Public Relations from NC State, an M.Ed. in Adult Education from NC State, A.B.D Higher Education Administration from NC State, and a Graduate Certificate in Counseling Education. Carolyn's areas of interest are racial identity development, social justice, and multi-cultural issues in educational and organizational settings. During her free time, Carolyn likes to spend time with family.

### **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. 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). 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. This seminar will take a look at race and intelligence, scientific racism, and eugenics and its impact on American society and in particular the state of North Carolina.

## HON 310-001

**Course title:** The Creative Process in Science

**GEP categories:** Interdisciplinary Perspectives & US Diversity

**Days/times:** T/Th 1:30 – 2:45 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP students

**Instructor:** Dr. Richard L. Blanton, Professor, 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 344-001

**Course title:** Kantian Ethics  
**GEP category:** Humanities (Philosophy)  
**Days/times:** T/Th 11:45 AM – 1:00 PM  
**Course delivery:** Online synchronous  
**Credits:** 3 credit hours  
**Restrictions:** UHP and USP students

**Instructor:** Dr. Marina Bykova, Professor, Philosophy

Marina F. Bykova is a professor in 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 categories:** Interdisciplinary Perspectives & Humanities (Philosophy)

**Days/times:** T/Th 10:15 – 11:30 AM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP and USP students

**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 are 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 categories:** Interdisciplinary Perspectives & Humanities (Philosophy)

**Days/times:** T/Th 1:30 – 2:45 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** First-year USP students

**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 390-001

**Course title:** Music and the Celtic World

**GEP categories:** Interdisciplinary Perspectives or Visual and Performing Arts & Global Knowledge

**Days/times:** T/Th 11:45 AM – 1:00 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP and USP students

**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 North Carolina 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:**

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.

## IS 250-001H

**Course title:** Globalizing North Carolina

**GEP categories:** Interdisciplinary Perspectives & US Diversity

**Days/times:** T/Th 1:30 – 2:45 PM

**Course delivery:** Online synchronous

**Credits:** 3 credit hours

**Restrictions:** UHP and USP students

**Instructor:** Dr. Carol Ann Lewald, Teaching Assistant Professor, Sociology and Anthropology

Dr. Lewald conducted ethnographic research in Louisiana among a dwindling Jewish community, in Savelugu, Ghana on Dagomba traditional building practices, in inner-city St. Louis, MO on women's health issues, in the Dutch Green Heart region among displaced farmers, and in rural Chatham County, on contentious public planning debates. With a broad theoretical and methodological training in anthropology and the social sciences, Dr. Lewald's research draws together disciplinary principles from geography, history, cultural studies, architecture, and city and regional planning. In particular, her research emphasizes the intersection of everyday life, urbanization, and attachment to space, place, and landscapes. Research since 2005 examines the politics of land use planning debates by analyzing the impact of aesthetic values and ideals associated with rural landscapes on the public planning decision making process.

### **Course description:**

Transnational flows and global forces over the past 60 years have transformed the once rural North Carolina with its prosperous tobacco, textile, furniture, and emerging military industries. North Carolina is now home to the 2nd largest banking center in the US and to two of the nation's top ten fastest growing urban areas as well as the largest research park in the nation, and the largest military base in the world. This course examines the consequences, often unforeseen, of these globalizing forces on specific communities in North Carolina.

## HON 398-001

**Course title:** Reading in Slow Motion: *A Game of Thrones*

**GEP categories:** n/a

**Days/times:** W 6:00 – 7:50 PM

**Course delivery:** Online synchronous

**Credits:** 1 credit hour

**Restrictions:** UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

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

Anne received her B.A. and M.A. degrees in English from NC State University, with a concentration in gender and sexuality in 19th-century British literature and a minor in French. 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 served as a faculty mentor to graduate students in the First-Year Writing Program. 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. Her words are *Winter is Coming*.

### **Course description:**

Stark. Targaryen. Lannister. Baratheon. These names—and many others—have been immortalized in George R.R. Martin's epic fantasy series *A Song of Ice and Fire*. The novels have been adapted into a wildly popular (and controversial!) HBO television series, but the book that set everything in motion is *A Game of Thrones (AGoT)*, published in 1996. It garnered numerous literary accolades, including wins or nominations for the Hugo (fantasy) and Nebula (science fiction) awards, and spent months on *The New York Times* bestseller list. *AGoT* eschews many of the simplistic fantasy tropes and stereotypes (e.g., good vs. evil); instead, Martin creates a morally complex and ambiguous world in which multiple, not-quite-reliable narrators challenge readers to arrive at their own nuanced interpretations. The course will allow us to spend an entire semester unraveling this rich tapestry of a novel, and we will rely heavily on discussion, critical reflection, and creative application.

## HON 398-002

**Course title:** Body, Breath, and Mind: Connecting Core Components

**GEP categories:** n/a

**Days/times:** T 3:00 – 4:50 PM

**Course delivery:** Online synchronous

**Credits:** 1 credit hour

**Restrictions:** UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

**Instructor:** Chester K. 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 14,000 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:**

You are a mammal. Mammals use their lungs to breathe without even thinking about it. Mammals move their bodies with purpose and intention to get through the world. As a human mammal in the modern world, it can sometimes be challenging to remember how to move through the world with purpose and intention, or to breathe fully. With all the distractions that surround us, it is easy to forget how amazing our bodies and our breath are. This course will help you remember how to move your body with purpose and teach you how breath can activate and energize your day. No experience necessary.

## HON 398-003

**Course title:** New Fiction: Contemporary Issues in Literature

**GEP categories:** n/a

**Days/times:** W 6:00 – 7:50 PM

**Course delivery:** Online synchronous

**Credits:** 1 credit hour

**Restrictions:** UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

**Instructor:** Ken Johnson, Associate Director, University Scholars Program

Ken has a B.A. in English and Education, with minors in History and African American Studies, and an M.A. in English with a focus on creative writing. He loves pie (key lime pie, in particular) and once planned a trip cross-country with an itinerary largely based on the country's best pie shops. It is still one of his all-time favorite trips.

### **Course description:**

In the past several years, writers like Colson Whitehead, NoViolet Bulawayo, Tommy Orange, Mohsin Hamid and N.K. Jemisin have expanded the boundaries of literature, blurring genres and breaking down boundaries, interrogating issues like family, identity and race, culture and masculinity. This course will explore many of these new works and how they use literature to hold up a mirror to society.



## HON 398-004

**Course title:** Women in the Workforce

**GEP categories:** n/a

**Days/times:** W 3:00 – 4:50 PM

**Course delivery:** Face-to-face

**Credits:** 1 credit hour

**Restrictions:** UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

**Instructor:** Marcy Bullock, Director-Professional Development, Career Development Center

Marcy Bullock has spent her life helping others decide what to do with their life and how to reach their career goals. She teaches Career Exploration and Professional Development. She advocates for all marginalized groups to be treated equally. She received the Governor's Award for Excellence based on 30 years of pushing career education into the curriculum. She offers creative solutions resulting in career fulfillment.

### **Course description:**

This course will explore strategies that successful women have used to advance their careers. Women get paid less than men to do the same job. Learning to advocate for your worth is essential. Women face unique challenges related to integrating work and personal life into a formula that allows them to juggle all of the balls in the air without dropping any. Are you an Integrator, Separator, Cycler, Work First or Personal First type? Students will complete a Work Life Integration Assessment and find out how to best utilize their type for a life of success. Working remotely has magnified the importance of understanding values and aligning actions accordingly at all stages of a professional career. Students will learn a new vocabulary necessary to seek out meaningful careers that align with their life's vision and career goals. This innovative tool challenges students to reflect on their professional and personal needs in tandem through exposure to common dilemmas at all stages of their careers.

## HON 398-005

**Course title:** American Foreign Policy in a World Transformed

**GEP categories:** n/a

**Days/times:** T 6:00 – 7:50 PM

**Course delivery:** Face-to-face

**Credits:** 2 credit hours

**Restrictions:** UHP/USP students who have completed 2 HON seminars or 2 semesters of Scholars Forum

**Instructor:** Sean M. Cassidy, Director, University Honors and Scholars Programs

Sean Cassidy received a B.A. in Government from Franklin & Marshall College. He received an M.A. in Political Science from Duke University where he studied American Politics, International Relations, and International Security. As the Director of the University Honors and Scholars Programs, Sean develops strategic initiatives that support the program missions, manages financial resources, advises UHSP students, and supervises a talented professional staff of 7 as they design and deliver academic, enrichment, and explorations programs for academically motivated students.

### **Course description:**

The first decades of the 21st century have been marked by a series of disruptions that have transformed global politics and produced an American foreign policy that seems dysfunctional and divided to observers at home and abroad. The pandemic of 2020 is the most recent of these disruptions. It has revealed a world that is globalized, integrated, and dynamic. It has also revealed the vulnerabilities of this world. These vulnerabilities have increased the challenges facing U.S. policymakers. This course uses the Foreign Policy Association's *Great Decisions* to examine eight global issues and to debate whether the United States can generate the national consensus, commitment, and credibility to join the global community in addressing them. During the course of the semester we'll consider the following topics:

- The role of international organizations in a Global Pandemic
- Global supply chains and national security
- China and Africa
- Korean Peninsula
- Persian Gulf Security
- Brexit and the European Union
- The fight over the melting Arctic
- The End of Globalization?

## HON 398-006

**Course title:** Diving into Research: How to Get from Think to Do

**GEP categories:** n/a

**Days/times:** Th 3:00 – 4:50 PM

**Course delivery:** Hybrid

**Credits:** 2 credit hours

**Restrictions:** UHP students

**Instructor:** Dr. Chris Ashwell, Professor, Poultry Science; Director, Office of Undergraduate Research

Chris Ashwell is a Professor of Animal Genomics, Physiology, and Comparative Biomedical Sciences and studies the molecular mechanisms underlying complex traits in poultry species. Dr. Ashwell teaches subjects in the Poultry Science, Biotechnology, and the First Year Inquiry Programs that range from Real-time PCR to Poultry and People. Chris also serves as the Director of NC State's Office of Undergraduate Research which fosters student engagement in mentored research experiences.

### **Course description:**

This course will provide students with an overview of the value of the “research” experience and community. Students will identify and develop a research question through guided inquiry and explore research as a multi- and inter-disciplinary activity with broad societal and economic impacts. Various research approaches will be investigated including those focusing on qualitative and quantitative data collection, as well as creative and design thinking. The value of inclusivity and equity in research will also be reviewed through the use of case studies and primary contacts. Upon completion of the course, students will be able to articulate the value of research experiences as well as navigate resources to further research outputs through communication, entrepreneurship, and career readiness. Further, this course will provide students with a foundation from which they can launch their Honors Capstone Project.