

# FALL 2020

## HON Seminar Course Catalog



### The Honors College

APPALACHIAN STATE UNIVERSITY

# HON 1515

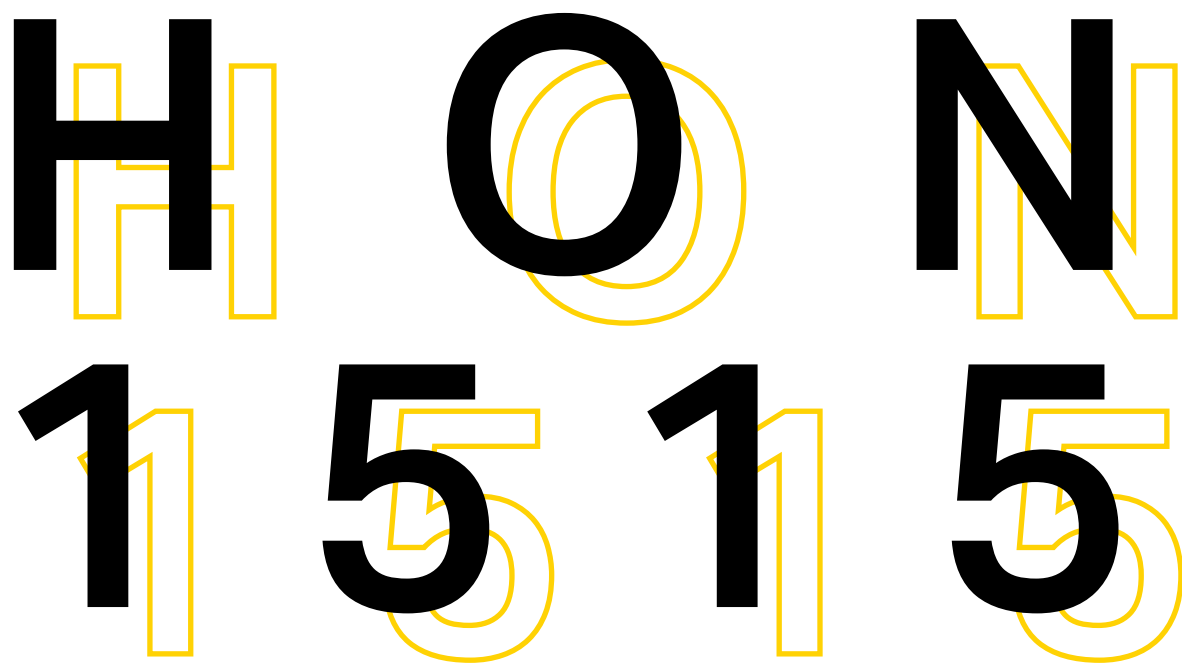
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## HON 1515: First Year Honors Seminar

(Fulfills General Education First-Year Seminar Requirement)

**HON**  
**1515**  
Section 101

**Living Nonviolence: Exploring Mindfulness, Nonviolent  
Communication, and Peaceful Social Change**

Professor PJ Nelsen

Department of Leadership & Educational Studies

*nelsenpj@appstate.edu*

Conflict seems to be everywhere. While many people try to avoid or even ignore it, others embrace strategies that escalate conflict into outright violence. Yet there are others, especially young people, who are searching for and embracing approaches to resolving differences in nonviolent ways, approaches that bring us together instead of driving us apart. Broadly conceived, nonviolence aims to build connection even when we're in conflict over issues that traditionally divide us, having to do with our deepest moral and social commitments. In this course we will explore some alternatives to violent conflict examining theoretical resources and practical strategies for engaging conflict in ways that bring us together. We will explore how to live nonviolently in our personal lives through the exploration of mindfulness, the practice of Nonviolent Communication to support our resolving conflict with others, and then, more broadly, nonviolence as a force for social change. Through experiential engagement both in and outside of classroom time, our aim will be to support one another in the development of our intellectual understanding and practical skills so we are able to live nonviolence.

In the age of Instagram and other social media, travel has become the new measure of social status. The opportunities for travel are expanding and take many forms, including study abroad, voluntourism, ecotourism, and adventure travel. This course surveys a selection of travel/adventure literature and additional media resources (videos, social media, blogs, etc.) to examine the ethics of travel and explore questions surrounding the topic, including: How do travel writers/bloggers portray the people and lands they visit, particularly in comparison with how they portray themselves? How do travelers impact the cultures and environments they explore? What is the role of sustainability in travel? In addition to exploring these questions we will participate in weekly interactive exercises and simulations that will help us develop our intercultural competence--our ability to interact effectively across cultures--and ultimately become more conscientious travelers.

Much of what we understand about cultural diversity in the academy derives from texts and experiences in our environments. This course will center on the ways in which contemporary films and novels affect our felt perspectives on cultural diversity. We will examine six movies and six novels representing the following groups:

- **African -American:** Nathan McCall. *Makes Me Wanna Hollar*, *Dear White People*
- **Asian American:** Amy Tan. *The Joy Luck Club*, *Crazy Rich Asians*
- **Native Americans:** Louise Erdrich *Love Medicine*, *Windwalker*
- **Hispanic Americans:** Richard Rodriguez. *Hunger for Memory*, *Maria Full of Grace*
- **Southerners:** Willie Morris. *North Towards Home*, *Fried Green Tomatoes*
- **Gay Americans:** Reynolds Price. *The Promise of Rest*, *Brokeback Mountain*.

These novels and films will be examined in two-week sequences and will both illuminate and problematize our understandings and perceptions of these historically marginalized groups.

**HON**  
**1515**  
Section 104

**Introduction to Research: Across all Majors**

Professor Scott Collier

Department of Health & Exercise Science

[colliersr@appstate.edu](mailto:colliersr@appstate.edu)

Honors students from all majors and interest areas are invited to explore the theory and the practice of research in this course. Topics will include finding a mutually beneficial research mentor, taking advantage of research opportunities on campus, understanding the role of research in fulfilling your Honors senior thesis requirement and in your future career aspirations. The course will begin with an exploration of research questions and of differences among scientific, scholarly, and creative disciplines. Through inquiry and discussion, including guest researchers from across the university, we will seek an understanding of what well-designed research is and how it can contribute to our lives. We will build a research vita and all students will gain CITI program training, enabling them to work on University research. No previous research experience is required.

**HON**  
**1515**  
Section 105

**The Anti-Hero in American Movies**

Professor Jeff Lindsay

Affiliate faculty member in the Department of Theatre & Dance

[lindsayjw@appstate.edu](mailto:lindsayjw@appstate.edu)

Anti-heroes have been uniquely popular in our culture. From Maltese Falcon and Shane up through Death Wish, Dirty Harry and Cool Hand Luke— all the way to (dare I say it?) Dexter, we have loved heroes who coolly, deliberately, violate societal norms. And recently, the virus has spread to women: Cat Woman (in Batman), the Dragon Tattoo series, “the Bride” in Kill Bill, and even Katniss Everdeen in the Hunger Games series. We idolize these people, even though we know they’re bad. Or do we love them because they’re reprehensible? Why? Is this attraction uniquely American? How has the anti-hero evolved, and what does it say about us?

Through a combination of film study and discussion, students will examine the basic conundrum of the Good Bad Guy. What are the moral implications of liking her or him? When is being bad actually a good thing? And what does it say about us that we cheer for these naughty fellows?



**HON**  
**1515**  
Section 106

**Balanced Brains:**  
**Integration and Visual, Intuitive Intelligence**

Professor Garrett McDowell  
The Honors College  
*mcdowellga@appstate.edu*

In this course, we will explore visual, intuitive, right-brain intelligence. Through exercises, students will come to understand and condition their own visual and intuitive intelligence and learn to integrate that with their more commonly exercised verbal, rational, left-brain intelligence in order to develop whole-mind cognition. Specifically, students will learn and practice visualization, drawing, photography, meditation, and analysis of their own dreams and media images. Working from the model presented by Williams and Newton (2007) in *Visual Communication: Integrating Media, Art, and Science*, and with the goal of what Williams labels "omniphasism," students will come to better value, strengthen, and integrate their many forms of intelligence to be "all in balance." Students will read and discuss debates forming the foundation for the theory of omniphasism drawn from anthropology, art, biology, communication, media, neuroscience, and psychology. In addition, global, cross-cultural differences in teaching and learning will be explored and compared to better understand social, structural, and systematic influences over intelligence. The goal of the course is for students to develop more balanced brains.

**HON**  
**1515**  
Section 107

**Voyages\***  
Professor Mary Valante  
Department of History  
*valantema@appstate.edu*

This Honors FYS is built around a Fall Break trip to Ireland. Students will discover, research, and present to the class various aspects of Irish history and culture, from pre-history to today, before we leave. Based on these presentations, as a group they will decide where to visit in Dublin and the surrounding area as they dig deeper into their own research interests in preparation for a final project. Students will be encouraged to relate their experiences to their own academic and personal interests.

\*First year Chancellor's Scholars only.

Stories of werewolves, vampires, zombies, aliens, and ghosts run deep in culture. Where do these stories come from and why do they persist in an age of science and reason? How does the mind process what the senses perceive? How do we access the true nature of reality?

# HON 2515

## HON 2515: Sophomore Honors Inquiry Seminar (Fulfills General Education Liberal Studies Experience Requirement)

**HON**  
**2515**  
Section 101

### How Did We Get the Bible, and What Does it Tell Us?

Professor Alan Hauser  
Department of Philosophy & Religion  
[hauseraj@appstate.edu](mailto:hauseraj@appstate.edu)

Studying the Bible enables us to communicate with many figures and peoples from the past, some as early as pre-1000 BCE, as well as some in our own time. The Bible has ultimately come to us in written form, but behind this lie, in many cases, centuries of oral transmission and editing. The Bible is in many ways translucent, allowing us to peer through it to see what lies behind its current form, but, as we study it, reflecting back to us our own culture, ideas, and beliefs, often without our being aware this is happening. We will closely examine stories and oral and transmission, collection and written editing of those materials, the process of translation, the choosing of which books are included in the Bible (considerable variety here), and the interplay of politics, sociological factors, linguistic variety, and religious fervor and institutions in the interpretation of the Bible. Regular class participation in the ongoing seminar discussions, extensive individual research on closely focused topics, a major research paper and its presentation in a seminar format, and several minor papers will be required. Key to all this will be a willingness to explore extensively and deeply.

MW 2:00-3:15  
Room: AH 162 **13**



**HON**  
**2515**  
Section 102

**Of Myth and Mythology**  
Professor William Atkinson  
Department of English  
*atkinsoncw@appstate.edu*

A sampling of myths from various cultures with an introduction to some theoretical accounts of mythology.

**HON**  
**2515**  
Section 103

**Narratives and Caring Professions**  
Professor Chris Osmond  
Department of Leadership & Educational Studies  
*osmond@appstate.edu*

Being a professional in the 21st century means being “scientific”: seriously data-driven, and all about outcomes. But our most serious profession – medicine – has begun to realize that science leaves a lot of what matters most out, and that paying attention to stories has as much to do with being a great physician as all the double-blind studies in the world. This course will explore the important insights that “narrative medicine” offers to both those preparing to work in a “caring profession” (e.g., physicians, teachers, nurses, social workers) and to anyone who is interested in bringing who they are to what they do. We’ll read theory and research, as well as fiction, poems, and patient / client / student narratives about the experience of giving and receiving care. You’ll leave with knowledge, skills and attitudes that will help you sustain yourself and those you work with, whatever field you end up working in.

This offering of the course will be unique in that it will include participants from the Doctoral Program in Educational Leadership -- most of whom are adults mid-career in education and other caring fields. The additional opportunities for cross-generational and cross-experience conversations will be explored and leveraged for the benefit of all.

**We have four objectives of understanding:**

- How we encounter the conditions of our lives - especially our wounds, illnesses, infirmities, problems - as narrative;
- The narrative components of the work of professional caregiving;
- How the process of joining a caring profession is uniquely accessed through narrative methods;
- How the common aspects of caregiving and joining a caring profession enables a uniquely fruitful conversation across disciplines.

Tue 5:00 –7:30  
Room: RCOE 414

**15**

TR 2:00 – 3:15  
Room: AH 161

**14**

**HON**  
**2515**  
Section 104

**Walking in Someone Else's Shoes**

Professor Paulette Marty  
Department of Theatre & Dance  
*martypjw@appstate.edu*

In this course, students will explore the perspectives of people who live(d) very different lives than their own. Each student will choose a character from a play and then study that character's world from various disciplinary angles. The class will culminate in a research project using the disciplinary methodology of the student's choice, as well as an in-class performance of a monologue by their chosen character.

**HON**  
**2515**  
Section 105

**African American Worldviews**

Professor Louis Gallien  
Department of Leadership & Educational Studies  
The Honors College  
*gallienlb@appstate.edu*

The vast majority of grand narratives centered on American history have been written from the perspectives of white colonial scholars and, as a result, they contain perspectives that are decidedly Western European in origin and philosophy. Revisionist historians and social scientists, particularly those who hold African-centered worldviews, have challenged the portrayals and depictions of African Americans from this colonialist perspective. This course will center on the ways in which these African-centered worldviews run counter to the dominant discourse and evaluations of African Americans that have shaped our ideas about both enslaved Africans and "free" African Americans. Through the writings of W.E.B DuBois, Carter Woodson, Asa Hilliard, Joyce King, and Molefi Asante, along with films, documentaries, speakers, etc., we will contrast and challenge popular notions of African American peoples in the United States in light of these African-centered worldviews.

Notes:

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**HON 3515:**  
**Junior Honors Inquiry Seminar**  
(Fulfills General Education Liberal Studies Experience Requirement)

**HON**  
**3515**  
Section 101

**Latin Dance and Global Dynamics**  
Professor Emily Daughtridge  
Department of Theatre & Dance  
*daughtridgee@appstate.edu*

In this course students will learn Latin dance styles, including Salsa and Bachata, etc., by regularly participating in dance lessons and alternately in lectures/discussions about the cultural contexts and dynamics of such social and global dance forms. This hybrid course incorporates embodied and theoretical learning. Prior dance experience is NOT necessary.

In addition to learning to dance, students in the course will explore: cultural identities and fusions and appreciation and appropriation; how concepts of race, gender, class and the advancement of global technologies have played into the evolutions of Latin dance forms in social dance halls, on the concert and competition stages, and commercially.

**HON**  
**3515**  
Section 102

**Tycoons, Titans, and Blaggards**  
Professor Leigh Dunston  
Department of Finance, Banking, & Insurance  
*dunstonle@appstate.edu*

This course is anchored in the idea that the well-informed person should be familiar with the broad business history of America. The format for the course is to utilize select portions of the biographies of the most impactful persons in American business history. Through those lives and stories the student will learn the principles and history of business as it evolved in America and tangentially in the world from 1770 through 2008. This will be a broad overview focusing on the exploits, successes, failures, and the ethical and leadership challenges of persons such as Alexander Hamilton, Thomas Jefferson, Abraham Lincoln, John D. Rockefeller, Andrew Carnegie, Jay Gould, Diamond Jim Brady, J.P. Morgan, Henry Ford, Franklin Roosevelt, Ronald Reagan, Paul Volcker, Alan Greenspan, Warren Buffett, Sandy Weill, Bill Gates, Jack Welch, and Steve Jobs in an effort to provide a broad contextual framework within which to begin to know, understand, and appreciate the history of the most dynamic business environment in the history of the world.

**Novel of the Century: James Joyce’s Ulysses**  
Professor Carl Eby  
Department of English  
[ebycp@appstate.edu](mailto:ebycp@appstate.edu)

*“I hold this book to be the most important expression which the modern age has found; it is a book to which we are all indebted, and from which none of us can escape.”*

—T. S. Eliot, *“Ulysses, Order, and Myth”* (1922)

According to Ezra Pound, the Christian era ended on October 30, 1921, when James Joyce wrote the final words of *Ulysses*. Here’s your chance to tackle the single most important novel of the 20th century and the most important prose work of the modernist movement. Joyce’s novel (or modern epic, if you prefer—a sort of novel to end all novels) is a work of such complexity, mastery, inventiveness, beauty, pathos, and humor that it truly demands and rewards an entire semester’s attention. This class, to be conducted as a small student-centered seminar, will try to place *Ulysses* within the context of modernism, the epic tradition, Joyce’s autobiography, Irish history, early twentieth-century Irish culture, and the entirety of Western intellectual history. (Honestly—it seems like it’s ALL there in this book!) The course will focus especially on Joyce’s stylistic innovations and the complex layering of patterns and meaning in the text of *Ulysses*. We will explore Joyce’s engagement with such fields as philosophy, music, theology, politics, history, aesthetics, and psychology, and we will read shorter pieces by T. S. Eliot, Aristotle, Nietzsche, Freud, Walter Pater, Matthew Arnold, Oscar Wilde, and others. By the end of the course, you’ll feel like you’ve lived another life in Dublin, Ireland, on June 16, 1904, and you’ll understand modernism as you could in no other way. This is one ride worth the price of admission.

**Fight Club Politics**  
Professor Phillip Ardoin  
Department of Government & Justice Studies  
[ardoinpj@appstate.edu](mailto:ardoinpj@appstate.edu)

Fight Club Politics examines causes and consequences of polarization in American politics. Will examine how politics, social media, economics, race, and geography have led to growing levels of polarization, and how this growing divide in America is impacting our politics and policies.



**Please Contact Us!**

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*designed by: Hannah Labate*