

Honors Seminar Course Descriptions Spring 2017

HON 1515: Freshman Honors Seminars

HON 1515-101: Cherokee Leadership and Culture

TR 12:30-1:45, AH 161

Allen Bryant

This course will examine the ideal of leadership within the Cherokee Nation and the many different forms it has taken. Through in-depth analysis of biographies of leading Cherokee men and women as well as through the study of cultural norms and standards, students will examine what it means to be a Cherokee leader. The class will examine issues in Cherokee history and how the people responded, as well as current issues and trends and how they may be called upon to lead. The course will include a service project that will be student-directed and implemented with help from the instructor as well as other community stakeholders.

HON 2515: Sophomore Honors Seminars

HON 2515-101: Art and the Brain

MW 2:00-3:15, AH 162

Mark Zrull

We can sculpt and paint, compose and make music, choreograph and dance. Brain processes bring about these things. We see and appreciate collages and watercolors, hear and “are moved by” concertos and rock-and-roll, watch and appreciate ballet or modern. Brain processes produce these experiences. So, we will ask about the process of making “art” as well as learn about and discuss brain processes that let people do art. We’ll also consider the process of perceiving and appreciating art as well as investigate and talk about neural processes that let people have those experiences. In the style of a seminar, I hope we can gain and assess first hand information about doing and experiencing some of the arts as well as make a serious effort to investigate and discuss some of the related brain structures and neural processes.

HON 2515-102: Roles and Representations of Southern Women

TR 9:30-10:45, AH 187

Louis B Gallien, Jr.

The roles and representations of women in southern literature are problematic to analyze because of their enduring iconic status within southern culture writ large. Because of enduring fictional southern figures like Scarlet O'Hara, Blanche Dubois, Celie, Tweet and a host of other "quirky" women, the roles and representations of southern women have been "fixed" and captured in time and space by popular culture in the 20th Century. This course will attempt to de-mystify the iconic stereotypes and representations of these women from these prejudicial lenses and will seek to problematize and confound the basis for such pejorative and simple stereotypes of southern women. Also, this course will come to terms with the following questions: a) is there such an idiom as southern writing and how is it different from other regions of the country? b) Specifically, how are women in the South stereotyped and fictionalized in southern popular culture? c) How have the ensuing stereotypes impacted the perceived roles and representations of southern women? d) How and in what specific ways do the southern authors we read this semester both confound and perpetuate female stereotypes of southern women? e) What are the differences and similarities between the African-American and Caucasian author's representations of their own race and the view of the "other" that they bring to each other's works? f) What do we learn about what it means to be southern from our examination of their collective writings?

HON 2515-103: Pioneers of Social Justice

TR 11:00-12:15, AH 187

Louis B Gallien, Jr.

This seminar centers on a sampling of major American pioneers of social justice like: Emma Goldman, Mother Jones, Dorothy Day, Eleanor Roosevelt, M.L King Jr, Angela Davis, Dennis Means, Cesar Chavez, Marian Wright Edelman, Howard Zinn, Grace Lee Boggs. We will read both biographies and autobiographies of these important figures as they led the following organizations and movements, Communist Party of America, Union organizing in the South, Catholic Worker Movement, First Lady of the U.S., Civil Rights Movement, Children's Defense Fund, Chicano Movement, American Indian Movement, Asian empowerment. Films, documentaries and guest speakers will be a staple of the course along with a field trip to the Civil Rights Museum in Greensboro, N.C.

HON 2515-104: Technology Through the Ages

MW 12:00-1:15, Peacock 3016

B. Dawn Medlin

Each student will be assigned a country, and each week the topic would represent a certain time period. The student will research what technology was introduced in their specific country during that time period, and then each week will meet to discuss what was discovered and how it has shaped the future of that country as well as other countries. This will allow students to see how different countries have adopted technology at their individual times, and at what rates.

HON 2515-105: Narratives in the Caring Professions

MW 1:15-2:30, AH 187

Chris Osmond

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 doctor 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 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.

HON 2515-106: Cosmic Horrors, Filthy Outsiders, Shared Worlds: The Age of H.P. Lovecraft

MW 3:30-4:45, AH 162

Craig Fisher

This class is a deep dive into the fiction of Howard Phillips Lovecraft, the most influential horror writer of the last century. When Lovecraft died in 1937 at the age of 46, he seemed destined for obscurity. Some of his stories were published in amateur literary journals and disposable pulp fiction magazines, but several of his manuscripts remained unpublished, and no one except a small coterie of friends and fans knew his work. Yet now, Lovecraft is everywhere: Stephen King has crowned him “the 20th century’s greatest practitioner of the classic horror tale,” and Lovecraft’s contemporary disciples include film directors John Carpenter and Guillermo del Toro, cartoonist Mike Mignola, heavy metal band Metallica, and authors Junot Diaz and Joyce Carol Oates. Lovecraft’s beloved home town of Providence, Rhode Island has, as Philip Eil points out, become a Lovecraft playground: “Providence now has an intersection named for Lovecraft, a Lovecraft bust, Lovecraft walking tours, Lovecraft read-a-thons, a Lovecraft story-writing contest, and an endowed fellowship at Brown University ‘for research relating to H.P. Lovecraft, his associates, and literary heirs.’” Perhaps the most decisive sign of Lovecraft’s entry into the literary and cultural mainstream came in 2005, when the Library of America, a book series specializing in canonized authors like Mark Twain and Henry James, published a volume of Lovecraft’s tales.

Why the Lovecraft renaissance? Beyond his merits as a writer (debatable, with some critics believing that his style is too ornate), Lovecraft’s life and fiction address issues key to contemporary cultural studies. His concept of “cosmic horror”—his idea that readers are most disturbed by stories that define humans as victimized by the whims of an indifferent-to-hostile universe—has led such contemporary philosophers as Graham Harman, Eugene Thacker, and Ray Brassier to develop further the notion of “posthumanism.”

Lovecraft was a virulent xenophobe, and many of his stories (most notably “The Shadow out of Innsmouth”) metaphorically (and sometimes explicitly) express his rabid fears of women, immigrants, African-Americans, and miscegenation, fears very much in sync with some of the campaign rhetoric of the 2016 elections. Lovecraft is a controversial case in this era of identity politics: should his racism disqualify his entry into the literary canon? Should he be taught in schools? Should there even be a class devoted to Lovecraft?

Finally, Lovecraft's creation of a fictional universe (called the "Cthulhu Mythos," after an ancient monster) in which many of his stories occur has had a profound influence on contemporary fan culture. While he was alive, Lovecraft encouraged other authors (including Robert Bloch, Robert E. Howard, and Frank Belknap Long) to add to the Cthulhu Mythos, to use in their own fictions Lovecraftian monsters and locales (such as ill-fated Miskatonic University in Arkham, Massachusetts), and, more generally, the storytelling techniques of cosmic horror. Today, the Mythos continues to expand, with almost every horror, science-fiction and fantasy author writing a Lovecraft-style story early in their careers. The Mythos also prefigured 21st-century online cultural participation, as fans treat previously-established fictional worlds as open-source playgrounds and post their own Star Trek, Harry Potter and Cthulhu Mythos stories, videos, and artwork. You can buy Cthulhu stuffed animals on Etsy now.

HON 2515-107: Days In The Life (Cross list with WRC 2001-102)

TR 2:00-3:15, LLR 321

Clark Maddux

HON 2515-108: Hearing Voices: Inquiries in Literature (Cross list with WRC 2201)

TR 9:30-10:45, LLR 321

Michael Dale

HON 2515-109: Musical Pathways to Social Justice

TR 3:30-4:45, AH 161

Suzi Mills

What does an Appalachian fiddle or a Chinese gong have to do with social justice and human dignity? This course invites Honors students to visit the songs, dances and folkways of local and global musicians as we create pathways to global and cultural competence with an intentional focus on social justice. Community music and folklore events along with international music opportunities will serve as the backdrop to our educational experience with components of 1) community service, 2) cultural scholarship and 3) interactive music making for all levels of musical ability. No prior musical or dance experience is required, just a willingness to participate and encourage and explore cultural expression through folk music and the social justice scholarship surrounding these rich traditions.

HON 3515: Junior Honors Seminars

HON 3515-101: King Arthur

TR 9:30-10:45, AH 161

Alexandra Hellenbrand

Come on a journey to explore the stories of King Arthur and the places that have shaped those stories! The story was originally part of the heroic “history” of Britain (Geoffrey of Monmouth). Since the Middle Ages, the figure of King Arthur has fascinated audiences across time, across genres (film, art, music, literature) and across national boundaries. We will explore the figure and legend of King Arthur in both familiar and unfamiliar texts, comparing medieval and modern versions, and considering the relevance of the legend for modern audiences. As King Arthur has become rather a global phenomenon, his story has also remained locally shaped by the geography of Great Britain. This HON 3515 will offer a course-embedded international experience in which students will visit Arthurian sites in England over spring break: Stonehenge, Tintagel, Caerleon, Glastonbury, Winchester Castle and the Round Table. Students will be expected, if they participate in this trip, to have a course-related project for which they will do on-site research while participating in the trip. **Students will be expected to participate in this trip and to have a course-related project for which they will do on-site research while participating in the trip. Course has a REQUIRED spring break trip to Britain.**

HON 3515-101: Tycoons, Titans & Blaggards (Cross-list with FIN 3545 CRN 14583)

TR 11:00-12:15, Peacock 3020

Leigh Dunston

The course provides a brief history of American business, learned through the lives of America's most important and dynamic business persons. The 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.

HON 3515-103: Physiology, Culture and Health

MW 3:30-4:45, AH 161

Jonathon Stickford

This course is a discussion-based class which is open to honors students only. Topics to be discussed are in the broad fields of physiology, culture, and health-related issues, and other related topics which are of interest to participating students. Evaluation will be based on class participation and discussion, attendance, and coursework assignments including presentations, written reports, research assignments, and preparing for and leading a class discussion.

HON 3515-104: Women's Health: Mind and Body (Cross listed with PSY 3512 10 HON seats)

TR 2:00-3:15, SW 305

Denise Martz

This course will cover integrative women's health including how the mind and body are intricately intertwined with one another, focusing from a broad span of levels of analysis including biological, emotional, cognitive, interpersonal, to culture and politics (i.e., bio-psycho- social-spiritual model). Contemporary controversies, ethics, and medical practice will be covered within a framework of open-mindedness tempered with evidence-based science. The course will be structured for an interactive model of learning. Lecture, class discussion, and student debates will be used as teaching tools.

HON 3515-105: The Future of Human Civilization: Population Growth, Climate Change, and the Possibilities for Sustainability

MW 2:00-3:15, AH 161

Howard S. Neufeld

This course would examine current trends in global population growth and their influences on climate change (and vice-versa also!) and would ask the question of whether or not human civilization can be sustained in the long-term. Students would examine both the primary and secondary literature, as well as view documentaries, and engage in discussions about the trends and their consequences. We would end with a discussion of what humans can do to create a sustainable and ordered civilization for the foreseeable future.

HON 3515-106: Animal Planet (Cross listed with GLS 3850 8 HON seats)

TR 12:30-1:45, AH 162

Jeanne Dubino

This course explores the ways globalization is altering the nature of human-animal encounters. We will examine many kinds of encounters, including those resulting from travel (e.g., safaris), companionship (pets), science (animals in the lab), food and consumption (livestock), fashion (fur), hunting, artistic and visual representations (shows like Animal Planet and its spin-offs), and more. We will look at a range of media from around the world that address how globalization affects and informs human-animal encounters: travel literature, fiction and non-fiction, TV series, movies, cartoons, stuffed animals, and more. We will consider the interchanges between the local and the global; that is, some of the ways that local cultural attitudes toward animals are being affected by globalization, and how globalization is affecting localized beliefs and practices.

HON 3515-107: Chinese Americans in US History and Literature

TR 3:30-4:45, AH 187

Holly Martin

For over 150 years Chinese people have immigrated to the United States, their reasons ranging from the desire to escape war and political turmoil in their home country to the desire for better economic and intellectual opportunities. For whatever reasons they have come, Chinese Americans have been an integral part of U.S. culture since the midnineteenth century. At first Chinese Americans primarily supplied their manual labor, building the railroads and mining for gold; but as their opportunities increased, Chinese Americans began to make contributions to American culture in every field. In this class we will explore the history of Chinese Americans and their imprint on American culture and literature. We will read about the history of the Chinese in America and will survey a range of literary works, including novels, short stories and a play. Textbooks will include *The Chinese in America* by Iris Chang, *Songs of Gold Mountain* edited by Marlon K. Hom, *Mrs. Spring Fragrance and Other Writings* by Sui Sin Far, *The Woman Warrior* by Maxine Hong Kingston, *Kinder than Solitude* by YiYun Li, *Who's Irish?* By Gish Jen, and *M. Butterfly* by David Henry Hwang. Assignments will include class presentation(s), reaction papers, and a research paper.

HON 3515-108: Considering the Role of Language: The Epistemology of Rhetoric, Humanism, and Science

TR 2:00-3:15, AH 162

Bret Zawilski

In this course, students would be exposed to a mixture of scientific, humanist, and philosophical texts that interrogate the role language plays in the subjective construction of human experience. Taking as a starting point Italian philosopher Ernesto Grassi's assertion that language is—of necessity—always connected to a specific situated moment and attached to tasks that have an urgency for human action, this class would use rhetorical theory as a lens to understand the epistemological imperative that shapes how knowledge is constructed in a variety of disciplinary sites. Readings would include 1.) a brief overview of Greek and Roman philosophy from the perspectives of Isocrates, Plato, and Cicero, 2.) an examination of the power of discourse via Michel Foucault and Gloria Anzaldua, 3.) an exploration of the function of language in the sciences through the work of Alan Gross and Thomas Kuhn, 4.) Ernesto Grassi's reclamation of humanism as a crucial component underlying Rationalist thought, and 5.) a study of the ways in which writing as a technology has expanded its semiotic modes beyond the alphabetic word in the 20th century and the implications that holds for communication and the social construction of interdisciplinary knowledge.

The relationship between epistemology and language would serve as the main thread tying together these themes, and particular attention would be devoted to exploring how knowledge is constructed within the disciplinary sites that students in the course occupy. The lens of rhetoric here does not refer to classical notions of persuasion, but rather an articulation provided by Ernesto Grassi: he argues that "'rhetoric' is not, nor can it be, the art or the technique of an exterior persuasion: it is rather the speech which is the basis of the rational thought" through the invention of new ideas via the human faculty of *ingenium*. In addition to grappling with texts on theory and epistemology, we would also look at the kinds of communicative texts that make up students' lifeworlds in an attempt to further provide examples of how language is a critical component in the construction of our individual subjective experiences of the world.

The basis of evaluation for this course would involve the completion of two major research projects during the semester that would respectively call upon students to 1.) analyze the epistemological forces at work in their home disciplines and synthesize the role that language—in all its forms—plays in the construction of their personal/professional identities and lifeworlds, and 2.) research an issue that Bruno Latour would classify as an imbroglio—a problem that spans multiple sites of study and defies easy classification—in order to interrogate the role language plays when grappling with issues that cannot, of necessity, remain within the boundaries of a single discipline. This would be paired with 6 reading response essays throughout the semester and two presentations that would be connected to the formal assignments.

HON 3515-109: Art and Social Justice (Cross listed with ART 4515 7-8 HON seats)

Th 9:00-11:30, HW 326

Jody Servon

This seminar surveys the work of artists, authors, scholars, policy makers, designers, curators and others whose work advances social justice. Using key projects from communities across the globe as a road map, we will examine how social justice is represented, defined, and practiced through a variety of disciplines in the arts. We will question, shape, and refine our understanding of social justice and community engagement while investigating the ethics, politics, motivations and intentions of those involved in select projects. This will be a discussion-based seminar course with students completing readings, research, presentations, projects and written texts.

HON 3515-110: H2O: We Are Water (Cross listed with IDS 3010 7-8 HON seats)

TR 9:30-10:45, LLR 263

Kristan Cockerill

Water is the principle, or the element of things All things are water. —Plutarch quoting Thales

Water is a focal topic in many disciplines ranging from art to zoology. This interdisciplinary course will look at water and the many places it touches our lives. We will discuss the ways we use it, abuse it, revere it, ignore it, and fight over it. We will cover scientific aspects of water as well as cultural attitudes toward this elemental resource. Our quality of life is entirely dependent on cheap, plentiful, clean water. We use it in vast amounts to produce power, grow food, and ensure our health. As a group we will explore the historical and contemporary water policy that has created our hydraulic society.

HON 3515.-111: Mind-full & Culture-full

R 5:00-7:30, AH 187

G. Andrea McDowell

In this course, students will engage locally, and with the world at large, through Community Based Research and Service-Learning (CBRSL). This course will be a student-constructed learning environment in which students design their own CBRSL small-group projects to explore and better understand cultural difference (defined broadly). The goals of the course are (1) for students to become aware and empathetic (“mind-full”) of diversity, and (2) to come to see their own local and individual culture as equally unique and different (“culture-full”). In the process of conducting their CBRSL projects, students will learn and employ ethnographic research methods, which are applicable to and utilized across topics/disciplines. Building on the knowledge they gain through their engagement with the course materials and assignments, students will be prepared to conduct ethnographic research for their Honors thesis projects. This course fulfills the international education requirement for Honors students who, for one reason or another, will not complete this requirement abroad.