**Spring 2018 HON Course Descriptions**

***HON 1515: First Year Honors Seminars***

**HON 1515-101**: What is Justice?  Plato's *Republic* and the Just Society

MW 2:00-3:15

Anna Cremaldi

This course will examine the one of the most important works of literature and philosophy: Plato’s *Republic.* The *Republic* raises a host of questions as pressing today as they were in Ancient Greece: what does a just society look like?  What sort of person should rule the state?  Is it ever permissible for a ruler to lie to citizens?  How should children be educated?  What are the civic virtues?  Is censorship ever justifiable?  What role should freedom play in a just society?  How should property be distributed?  Does a just society permit inequality?  What is tyranny?  What is the place of art in a just society?  This course takes up these central philosophical questions from the perspective of both Plato’s Athens and today, aiming at a broad exploration of this seminal work.

***HON 2515: Sophomore Honors Seminars***

**HON 2515-101**: Art & the Brain

TR 2:00-3:15

Mark Zrull

We can sculpt and paint, compose and make music, choreograph and dance. Brain processes allow us to do 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. Our 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 firsthand 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 & Representations of Southern Women

TR 11:00-12:15

Louis Gallien

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 African-American and Caucasian authors’ 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**: Harry Potter & the Quest for Social Justice

TR 5:00-6:15

Angela Mead & Jacob Reeves (TA)

This course will examine social justice issues in historical and contemporary society through the lens of the J.K. Rowling’s Harry Potter series. We will integrate examples of social justice (or lack thereof) in the Harry Potter universe with examples we can observe in our Muggle world. Examples include: the legal system and criminal justice (Sirius’ illegal incarceration, laws favoring purebloods, bribery to escape prosecution, etc.); media and propaganda (Rita Skeeter and the Daily Prophet’s crusade against Harry); issues regarding socio-economic status (contempt for the less wealthy Weasley family); and discrimination (against Muggleborns, part-creature individuals, lycanthropy, etc.). Students will select one area of interest and write a research paper for the final project of the course.  Throughout the course, students will write short and medium length papers regularly, some of which will assist in focusing the final research paper.  Class participation is an extremely important component of this course, and students will be evaluated on their attendance, participation and preparation for the course in addition to written papers and projects. **Note**: we will not be reading the books or watching the Harry Potter film series in class, and the expectation is that students will be very familiar with all 7 books and all 8 films prior to the course.

**HON 2515-104**: The Lives of Animals

TR 9:30-10:45

Michael Dale

 As Martha Nussbaum reminds us, we *homo sapiens* do not live alone on the planet. We share the world and its resources with a wonderful variety of flora and fauna, including other intelligent and emotional creatures. The nature of communal living requires that we be attentive to the moral questions and issues that relationships between living beings demand. What should be the nature of our human relationships with the non-human animals with which we share this world? Should non-human animals be seen as part of the community of human beings? What, if any, are the moral demands that non-human animals make upon us if they are seen as a part of our community? What does it mean to be a human being in a moral relationship with other living, non-human beings? Crosslisted with WRC 2100.

**HON 2515-105**: Alan Moore: Superheroes, Sedition, Sex, Sorcery, Sampling

MW 2:00-3:15

Craig Fischer

This class is a deep dive into the life and career of Alan Moore, the most important comic book (or should I say “graphic novel”) writer of his generation, and a creator who has influenced Hollywood filmmaking, insurgent movements like Occupy and Anonymous, Pulitzer Prize-winning authors, and every comics creator following in his wake. We’ll read, dissect, and discuss Moore’s major works, including *Marvelman* / *Miracleman* (1982-89; art by Garry Leach, Alan David, Chuck Beckum, and John Totleben), *V for Vendetta* (1982-88; art by David Lloyd), *The Saga of the Swamp Thing* (1984-85; art by Stephen Bissette and John Totleben), *Watchmen* (1986-87; art by Dave Gibbons), *From Hell* (1989-1999; art by Eddie Campbell), *Promethea* (1999-2005; art by J.H. Williams III and Mick Gray), *Top Ten* (1995-2001; art by Gene Ha and Zander Cannon), *The League of Extraordinary Gentlemen* (begun in 1999; art by Kevin O’Neill), and *Providence* (2015-2017; art by Jacen Burrows). No prior interest or knowledge in comics necessary.

**HON 2515-106**: Teaching and Learning in *Infinite Jest*

MW 2:00-3:15

Chris Osmond

David Foster Wallace’s tour-de-force novel explores questions urgent to the educational project. These include the difficulty of knowing one's own mind, let alone another's; the nature of expertise and how it is cultivated; the value and purpose of living in community; our cultural obsession with entertainment and how it complicates our capacity to access the deepest aspects of human experience. In addition, Wallace himself was a teacher for most of his career, and an extraordinary one by most accounts. How did the obsessions of his work relate to, trouble, or even energize his teaching? These are some of the topics we'll consider as we view an essential contemporary author’s most respected work through a new lens: what it teaches about education. Come ready to read!

**HON 2515-107:** Sustainability Leadership & Agents for Change

T 5:00-7:30

Lee Ball

Sustainability Leadership and Agents for Change is a course designed to help future leaders create solutions for many of the social and environmental challenges existing today. The course prepares future leaders to problem-solve through the lens of sustainability. The course also focuses on the development of leadership skills that emphasize local to global connections by allowing students the opportunity to engage in sustainability-focused service opportunities that make differences in our community and beyond.

**HON 2515-108**: Food Fights: Cannibalizing Culture

M 5:00-7:30

Garrett McDowell

Everyone knows the saying, “we are what we eat.” This course will question the reality of this phrase by studying the relationship between food, culture, and community. We will ask how this relationship has and is being altered in the modern, global context. Recent economic and environmental trends have led to increasing dependence on a global food system and, in reaction, alternative, local food movements. We will explore the overarching theme of food fights emerging from globalization. We will consider all sides of the debates, dissecting impacts on culture/s, community, taste, health, family structures, migration, religion, identity, etc. Through first-hand experience, students will analyze local food culture, alternative food movements, and community in Boone. This seminar is interdisciplinary and includes a heavy experiential component; students will complete 12-13 hours of Service-Learning at F.A.R.M. Café along with fieldnotes, journal notes, and essay reflections.

In this course we will examine of all aspects of subsistence (or, how we feed ourselves) including:  production, preparation, and consumption. Students will be delving into the following questions specifically:  (1) What is the relationship between food, culture, and community? And, what is your own individual and communal food culture? (2) How are food insecurities and inequalities related to globalization? (3) What is local food culture and what are its challenges within the global food system?

***HON 3515: Junior Honors Seminars***

**HON 3515-101**: Native Americans/ Indigenous Studies

TR 9:30-10:45

Dana Powell

Students in this seminar will become familiar with Native American/Indigenous Studies (NAIS) as a body of critical theory and cultural critique, and will explore urgent issues facing North American Native Nations today. We will approach these goals through the linked concepts of *indigeneity* and *settler colonialism*. This seminar will foster an anthropological-ethnographic and global perspective on what settler colonialism looks like today, in culturally specific conditions, through considerations of genocide, representation, recognition, repatriation, gender, race, citizenship, and decolonization. The emphasis will be on settlement and resistance in North America, though we will consider other cases from Australia, New Zealand, Palestine, and South Africa. Our goal is to understand how indigeneity and settler colonialism are both theoretical concepts and lived experiences, fostering a diverse range of responses (e.g., decolonization theory and practice, expressive culture and art, and sociopolitical movements). Students will be exposed to a range of critical voices, including native and non-native scholars, fiction writers, artists, and activists. Course content will cover key issues in the U.S. history of legal and political exclusion and inclusion of indigenous peoples; comparative histories of colonialism and genocide; relationship between sovereignty, citizenship, and recognition; artistic movements and performance; and the ongoing frictions between settler and native epistemologies.  Crosslisted with ANT 3532-410.

**HON 3515-102**: Tycoons, Titans, & Blaggards

TR 3:30-4:45

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, Health, & Culture

TR 12:30-1:45

Jonathan Stickford

Topics to be discussed are in the broad fields of physiology, culture, and health-related issues, and other related topics that are of interest to participating students. Example topics include: obesity, health in the Appalachian region, and health care in the U.S. 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**: Wrack and Ruin: The Aesthetics of Destruction

MW 3:30-4:45

Sara Rich

Humans love to create things for perpetuity, even though we know that all materials are subject to the forces of entropy. Buildings are abandoned, statues crumble, ships sink, tombs are vandalized, and art decays along with everything else. But the ruins themselves can also capture the human imagination, and many of them survive in their altered state as popular destinations and the subjects of postcards, obligatory snapshots, and watercolor sketches sold to tourists. Nineteenth-century painters such as Turner and Church idealized ruined monuments as romantic vestiges of a glorious past. And contemporary photographers engage in “ruin porn,” perhaps as a post-human message of a pending dystopian world. This course will explore ruins from a different vantage point from the usual one of cultural heritage: that is, how representations of ruins characterize how we feel about the times and spaces we inhabit. Crosslisted with ART 4015.

**HON 3515-105**: The Future of Civilization

MWF 11:00-11:50

Howie Neufeld

This course will examine current trends in global population growth and their influences on climate change (and vice-versa!) and ask the question of whether or not human civilization is sustainable in the long-term. Students will examine both the primary and secondary literature, as well as view documentaries, and engage in interactive discussions about the trends and their consequences. We will end with a discussion of what humans can do to create a sustainable and ordered civilization for the foreseeable future. **Prerequisite:** completion of the science General Education requirements. **Note**: this class is not limited to just science majors; students from all disciplines are welcome and encouraged to take this class; the more variety of backgrounds, the more interesting discussions will be.

**HON 3515-106**: Animal Planet

TR 11-12:15

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. Crosslisted with GLS 3580.

**HON 3515-107**: Considering the Role of Language:

 The Epistemology of Rhetoric, Humanism, and Science

TR 11:00-12:15

Bret Zawliski

In this course, we will be exploring a mixture of scientific, humanist, and philosophical texts that investigate the role language plays in the construction of human experience. We will be considering theories of meaning from philosophers such as Plato, Michel Foucault, and Ernesto Grassi, and applying those theories to texts across the university. Students will also have the opportunity to explore contemporary issues and what might be meant when we talk about living in a "post-factual" world. Language is always connected to a specific situated moment and attached to problems that urgently require human action.

**HON 3515-108**: Slavery & the Making of American Capitalism

W 5:00-7:30

Louis Gallien

This course will examine (through discussions, guest lectures, field trips, films, documentaries, music and other interactive pedagogical processes), the many ways that chattel slavery shaped and formed American capitalist. We will also deconstruct the popular notion that slave ownership and profit were reserved for planters in the Deep South. Their intramural connections will be explored from New Orleans to New York City.

We will also examine slavery from multiple perspectives: from a former slave woman’s diary to the music of the field hands. We will also explore our personal family roots in this trade along with a deeper understanding of America’s original sin of racism that was rooted and grounded in slavery.

**HON 3515-109**: Art, Culture, & Politics

TR 9:30-10:45

Nancy Love

How do the arts and popular culture motivate people to engage in politics? Film, literature, music, theatre, visual arts – many types of artistic expression play a role in politics. This course explores how citizens use the arts and popular culture to resist symbolic domination, recognize cultural differences, mobilize political supporters, and pluralize public discourse. The artists and movements studied span the political spectrum and engage in local-to-global politics. Different instructors may emphasize different art forms.  In Spring 2018, the course will emphasize music and politics. Crosslisted with PS 3910.

**HON 3515-110**: Victimology

TR 9:30-10:45

Elicka Sparks

Traditionally, criminologists and criminal justice practitioners have focused the bulk of their attention on offenders--rather than victims--of crime. In recent years, this focus has shifted to include victims as an important facet in understanding and responding to criminality. Over time, victimology emerged as a topic of study in its own right, in addition to its utility in informing criminological works. Further, issues in victimology are closely tied to political and systemic reforms, which are both informed and influenced by academic studies of the phenomenon. The purpose of this seminar course is to introduce students to these developments and to ongoing issues related to victims and victimization risk factors. This is a seminar-style class featuring discussions and readings on current topics related to victimization. Prior courses in criminology and criminal justice are not required, and the course should be compelling to anyone interested in the problem of violence in the United States, helping victims recover (at both the societal and individual level), and other issues related to this important social problem.  Crosslisted with CJ 3533.

**HON 3515-111**: Queering Institutions: Making Spaces ‘Unstraight’

TR 9:30-10:45

Matthew Thomas-Reid

Michel Foucault said "society can exist only by means of the work it does on itself and on its institutions.”  Framing public institutions as historically constructed 'straight' spaces, how might we work to 'unstraighten' them? Exploring the intellectual frameworks of 'queerness' with a view toward making historically straight spaces ‘unstraight,’ we first explore the *noun* queer, or histories of historically marginalized LGBTQIA identities. Next we consider the *adjective* queer, or how queer identities can trouble heteronormativity in historically straight institutions, be they places of Higher Learning, places of political discourse, or places of medical practice, among others. Finally, we unpack the *verb* queer, or how we might actively work as participants within institutions to create inclusiveness for these historically marginalized identities.

**HON 3515-112**: European Intellectual History

TR 2:00-3:15

Michael Behrent

This class is an intended as an introduction to European intellectual history—specifically, to some of the key thinkers and philosophers who shaped European thought from the sixteenth to the twentieth century. Thinkers to considered include Rousseau, Hegel, Marx, Nietzsche, and Foucault. We will read these and other important thinkers and familiarize ourselves with their most important and distinctive ideas. Though the focus of this class will be on the thinkers, their words, and their ideas, it remains a *history* class, as we will constantly be asking ourselves: why did these thinkers think *what* they thought *when* they did? We will relate the texts we read to the broader political, social, and cultural contexts that shaped them and which, in turn, they attempted to shape. Crosslisted with HIS 3510.

**HON 3515-113**: Global Diversity Project

MW 2:00-3:15

Martin Schoenhals

Hate movements are on the rise and we must respond to this rise locally and globally. Such a response is the purpose of this course. Students in the course will develop their own proposals to confront some form of prejudice and will implement their proposals, an all-too-timely project in the wake of the incidents that occurred in Charlottesville, Virginia, this summer.

The course is inspired by the United Nations-sponsored worldwide Diversity Contest, a contest directed by the course instructor. For that contest, ten groups of college students from all parts of the world, all non-professionals, developed proposals to challenge sexism, racism, homophobia, and ethnic and religious intolerance in their home communities. We will use Skype to collect the wonderful stories of how these social justice peers carried out their projects. With the lessons learned from these fascinating interviews, we will develop our own social justice proposals and carry them out in and around western North Carolina.

This is a course that challenges students to learn by doing (something still too rare in academic life), and one where we learn from youth peers from around the globe. It is a course that rewards students with the inspiration and knowledge we gain from these peers, and with the chance to join them in their courageous efforts to reduce prejudice and build a more just and equitable world. Crosslisted with SD 3531.