

Course Descriptions Fall 2009

HON 1515-101: Dinosaurs Origins, Diversification, Evolution, Extinction? Heckert

Perhaps no fossil animals are more familiar than the so-called "terrible lizards," the dinosaurs. Paleontology is, by definition, a blend of geology and biology, and this course will examine dinosaurs through both disciplinary lenses, as well as considering the history of dinosaur science and the prevalence of dinosaurs in popular culture. In this class we will survey all aspects of dinosaur paleontology, considering them as fossil organisms and examining their geological, temporal, and geographical distribution while addressing important evolutionary questions, such as: What is a dinosaur? How did dinosaurs evolve? Were dinosaurs hot-blooded? Are birds just feathered dinosaurs? Are cloned dinosaurs as seen in Jurassic Park possible? Are dinosaurs extinct? Readings will be a blend of recent textbooks, popular and scientific literature, historical accounts of dinosaur paleontologists, and other media, and the class will make use of fossils and other materials in the McKinney Geology Teaching Museum as well. If resources permit, a trip to at least one major natural history museum to view, evaluate, and critique dinosaur exhibits will also take place. This class is especially well-suited for science majors, but dinosaurs hold interest for every profession from artists to zoologists, so honors students in any major are encouraged to enroll.

Honors 1515-102 Metamorphoses: Love and Death Dale

The stories we sit up late to hear are love stories. It seems that we cannot know enough about this riddle of our lives. We go back and back to the same scenes, the same words, trying to scrape out the meaning. Nothing could be more familiar than love. Nothing eludes us so completely.

Jeanette Winterson, The PowerBook

True, death itself is nothing; but the thought of it is like a mirror. A mirror, too, is empty, without content, yet it reflects us back to ourself in a reverse image. To try to contemplate the meaning of my death is in fact to reveal to myself the meaning of my life.

Herbert Fingarette, Death: Philosophical Soundings

Love and death are oftentimes experienced as seismic upheavals in our lives; we are changed in puzzling perhaps even mysterious ways by these two forces, sometimes delightfully and sometimes terrifyingly or painfully. In love, suddenly someone or something that perhaps we did not even know existed comes into our life and now is seen and felt as presence we cannot imagine living without. In death, as the poet Gerald Manley Hopkins puts it, "I wake and feel the fell of dark, not day." How should we see and understand the transformations wrought by love and death? The question is especially important in a society that frequently trivializes love and makes of death a spectacle of entertainment.

Possible readings:

Franz Kafka, The Metamorphosis
Jeanette Winterson, The PowerBook
Rebecca Solnit, A Field Guide to Getting Lost
Annie Dillard, For The Time Being
Nicole Krauss, The History of Love
Jim Crace, Being Dead or Quarantine

HON 1515-103: Universal Design for Spaces, Environments, & Products Winn

How often have you heard yourself or someone else say "What a stupid design! Why is this thing not working?" or "Why can't they make this gadget simple to use?" On a daily basis, we encounter designs of physical spaces, learning environments, and products—from apartment buildings to classrooms to software programs to faucet handles to power tools to ballpoint pens and on and on—some of which are easy to navigate or use while others stop us in our tracks. But shouldn't all designs be intuitive and readily accessible to every intended user?

In this course, we will explore the concept of universal design (simply defined as "removing barriers to access") from multiple perspectives with faculty from Computer Science, Education, English, Physics, and Technology. The term "universal design" was coined in the late 1980s by Ron Mace, founder of the Center for Universal Design at NC State, and resulted in the creation of universal design centers across the globe. In tackling both the theoretical and practical aspects of this concept, we will use a principle taken from physics known as the least action principle. What it means for our purposes is the best design is one that minimizes action for as many people as possible integrating everyone's experiences into the design.

This course aims to create dialogues (spoken, written, and electronic) on multidisciplinary design issues and to incorporate group and individual projects that reinforce these discussions. A visit to the Center for Universal Design at NC State is also planned.

HON 1515-104 FIRST AMENDMENT DODD

First Amendment Issues in the 21st Century will focus on the several aspects of this first civil liberty that guarantees freedom of speech and of the press, freedom from any religion imposed by government, freedom of citizens to practice the religion of their choice, freedom of citizens to peacefully assemble and freedom to petition the government for the redress of grievances.

The course will focus heavily on the first founders' reasoning for establishing this First Amendment to the U.S. Constitution and the twists of interpretation that challenge the implementation of the amendment in this century. Key U.S. Supreme Court decisions that bring the First Amendment down to the grassroots of 21st century society will be analyzed and the status of federal and state Freedom of Information (FOIA) laws will be examined.

Required Texts:

*Free Speech in an Open Society by Rodney Smolla

*Freedom from the Thought That We Hate by Anthony Lewis

Other materials to be provided in course packs.

(The course will be highly interactive with minimal lecture: The Socratic method will be employed during most class periods.)

HON 1515-105 GLOBAL APPALACHIA CONWAY

Appalachia continues to benefit from its multicultural global settlement. This Freshman Honors Seminar will focus on oral, written, musical, and other material of Appalachian culture. We will explore the living legacies of Cherokee, German, British Isles, African, and other foodways, stories, ballads, music, crafts, and customs. Texts will include films and such works as Cherokee Trails or Living Stories of the Cherokee, Mules and Men, Come Go Home With Me, A Handbook to Appalachia or Noah's book, Balm of Gilead, Oral History, Jack Tales by Orville Hicks and Songs by Bobby McMillon. Requirements will include oral reports, discussion, papers, folklore fieldtrips and fieldwork, an Appalachian scrapbook, CD, powerpoint, or video project, and a public presentation.

HON 1515-106: Critical Issues and Thinking in Environmental Science Sidle

This course is open to first-year honors students interested in exploring the interconnections of environmental processes in the context of a changing world. Students will be challenged to understand the feedbacks amongst components in the biosphere, geosphere, hydrosphere, and atmosphere how these are affected by anthropogenic forcing, such as changes in land cover, demographics, social structure, economic pressures, energy development, and infrastructure. Contemporary interdisciplinary environmental issues that affect our planet will be covered including: climate change and probable consequences; water pollution; sustainable land management; hazards and their mitigation; and exploitation and sustainable use of natural resources. The importance of both time and space scales will be emphasized related to environmental processes and social interaction. Popular environmental beliefs will be challenged and students will apply critical thinking and scientific inquiry to the assessment and solution of environmental problems and issues. Analysis of environmental risk and vulnerability will be discussed from both quantitative and social perspectives. Problem solving skills will be honed through classroom examples and exercises, group discussions and seminars, assigned readings and discussions of environmental science papers, field trips and synoptic reports, presentations in class, and research projects. These exercises will provide the basis for evaluating student performance in addition to a single comprehensive final examination that focuses on integrative thinking and problem solving. This course is an excellent introduction and stimulus for students considering the Bachelor of Science degree in Environmental Science.

HON 1515-107: Games, Puzzles, & Robots Parks

This course uses Lego Mindstorm robots to introduce basic concepts of computer science. No previous computer knowledge is assumed. We will build mobile robots using parts such as motors, gears, axles, tires, and sensors the robots will use to respond to their surroundings. Don't be concerned if you've never had any such construction experience--none is expected. We will hold robot games in which teams of students will design, construct, and program the players. In our games, all the robot players are winners and great fun to watch. Students who enjoy logic, game-playing, working with others, and hands-on problem solving will have fun in this course.

HON 1515-108: Arthurian Legends

Hellenbrand

Mystery, adventure, love and death, the Holy Grail...long before Monty Python there "really" was King Arthur. In this course, we are going to explore the legends of King Arthur that have fascinated audiences across time, across genres (epic, novel, film, art, music), and across national boundaries. There are elements of the legends that remain constant through all versions. Nevertheless, each new writer interprets the Arthurian story anew for his/her own audience in a unique time and place. Thus the legends of Arthur tell us not only about the Round Table and the Grail, but they also reflect our visions of ourselves: our ideas and ideals of nation, of rulership, of history, of community. In addition, these legends reveal our hopes for the future, as they continually reinvent the story of the once and future King (*rex quondam et futurus*).

HON 1515-109: Creativity and the Arts McLaughlin & Woodworth

*** Limited to incoming freshmen Chancellor's Scholars only ***

This course will focus on the role of the arts in human life, both for creators of art and those who enjoy and appreciate their work. We will see films and read fictional and non-fictional accounts of the creative process and the lives of artists. We will attend artistic events on campus, including concerts, poetry readings, gallery openings, and theater productions. We will meet some of the visiting artists and explore the local arts community. We will reflect on our own experiences with and responses to the arts, and we will do our own creative work. A special feature of the course will be a trip to the university's loft in New York, where we will sample some of the vast artistic culture unique to the city. In addition to reading and attending events, students will be expected to write regularly about their experiences and to produce a research paper. We hope this course will raise students' awareness of the importance of the arts in human life and provide us with a vocabulary for thinking critically and creatively about the arts.

HON 1515-110: Darwin Waters Description TBA

HON 1515-111: Naming Generation Y Gerber

"GIs," "Silents," "Boomers," "Generation X," "Generation Y"—these labels help Americans organize recent history and make sense of the radical changes our

society has experienced since World War II. Yet within particular generations there is so much variety (racial, regional, ethnic, class, gender) that differing interpretations are bound to arise. This is intensely true for your generation--the Millennials--born between the years 1982 and 2004. In the eyes of some commentators, you are part of "the next great generation," a worthy successor to the GI legacy. Others are less optimistic, characterizing you as narcissistic, anxious, disengaged, narrowly careerist, and poorly informed. The course will explore these differing assessments, beginning with a history of your "life and times."

Students will have a major voice in advancing the discussion. Investigative efforts will include interviewing international students about their impressions of American young adults; surveys of different types of Appalachian students; conversations with parents and grandparents; and the collection of "cultural artifacts"—films, websites, images, stories--that seem to embody key generational characteristics. A research paper will be required, focusing on such topics as the obesity crisis; ADHD and distraction; digital addictions (games, pornography, social networking); "study drugs"; hooking up vs. abstinence; returning veterans; changing patterns in religious affiliation; "the boy crisis"; and over-achievement.

To get a feel for some of what we will be doing, look at Gerber and Wilson, "*How Generational Theory Can Improve Teaching: Strategies for Working with the 'Millennials'*" at www.worcester.edu, the home page for the on-line journal Currents in Teaching and Learning.

HON 2515-101 Math & Fairness in Elections Klima

Have you ever wondered ...

... how George W. Bush won the 2000 U.S. presidential election despite receiving more than half a million fewer votes than Al Gore?

... how professional wrestler Jesse "The Body" Ventura was elected governor of Minnesota in 1998 when most of the state's population preferred either of the other two candidates?

... how Tim Tebow finished third in the voting for the 2008 Heisman Trophy

despite receiving more first-place votes than any of the other candidates?

... why elections often produce results that seem to be displeasing to many of the voters involved? Would you be surprised to learn that a perfectly fair election can produce an outcome that literally *nobody* likes? When voting, we often think about the candidates in the election, but could it be more important to consider the procedures that we use to express our preferences and arrive at a collective decision?

Take "Math & Fairness in Elections" to help you discover answers to these and many other questions!

**HON 2515-102: Local Stories: Appalachian Narratives in Literature & Life
Ballard & McGowan**

This cross-disciplinary course uses folklore, literature, linguistics, history, and ethnography to investigate stories important to local people and places—our university, its neighborhood, and environs, and Appalachia. By examining stories collected in archives and on recordings, narrated in literature and oral performance, and dramatized in films, we encounter collectors, storytellers, and writers and study their processes of recording, delivering and creating stories. Students will also identify stories that haven't been collected but need to be, and develop research projects relevant to their own families and communities or to course topics. Assignments will include keeping a journal with responses to the readings, in-class reading checks, and developing an individual research project. Texts will include Lee Smith's *Oral History*, Richard Chase's *The Jack Tales*, William Bernard McCarthy's *Jack in Two Worlds: Contemporary North American Tales & Their Tellers*, the Ballad of Frankie Silver special issue of *North Carolina Folklore Journal* (47.1), J.W. Williamson & Edwin T. Arnold's *Interivewing Appalachia: The Appalachian Journal Interviews, 1978-1992*, and other works.

**HON 2515-103: Literature, Sports & Video Production
Dick & Underwood**

Sports are a universal language and a significant part of the world's cultural landscape. While continents and individual countries often identify themselves with a particular sport— soccer in Europe, Africa, and Latin America, football, basketball, and baseball in the United States,—most countries of the world recognize *all* sports as important cultural rituals. This course will focus primarily on selected American sports and the literature, both fictional and non-fictional, that describes how these sports help define our national heritage. While students will write critical papers on this

literature, they also will learn basic video production skills and produce a short documentary on some aspect of a particular American sport. A tentative reading list will include the following: *White Boy Shuffle* (Paul Beatty), *How Soccer Explains the World* (Franklin Foer), *Prayer for Owen Meany* (John Irving), and *The Little Capoeira Book* (Nestre Capoeira)

HON 2515-104: Life in Bad Times Erhardt

For some people, the current recession is a bad case of déjà vu. In the 1990s, Japan spent an entire decade dealing with the same problem--burst housing bubble, bad loan crisis, credit crunch, falling incomes, rising unemployment, even massive deficit-funded government stimulus plans. In this course we will look at how the Japanese people responded economically, culturally, and politically, as well as its long-term affects on Japanese society. As we go, we will also consider what their experience means for our own futures as the economy worsens.

HON 2515-105 Community Based Research in Action Christian

This hands-on seminar will allow student to engage in community-based research and create a quality, academic product. The class will work with the ACT office to identify a project that is suitable for interdisciplinary research. After a brief research "boot camp", the class will actively engaged in the research process, starting with proper formulation of the questions, moving to data collection and analysis, and finally, disseminating the results. By the end of the semester, the community partner will be presented with answers to the questions they posed and students will have submitted their research to either (a) a professional conference for possible presentation, or (b) a scholarly journal for publication.

HON 2515-106 Orson Welles: Genius or Flop? Spiceland

This course will study the early productions of Orson Welles including his writing, radio and film work that made him one of the most complex and misunderstood characters in the early history of electronic media. Orson Welles (May 6, 1915 - October 10, 1985) is by most accounts one of the most complex writers, performers and producers of the Twentieth Century. This class will listen to and view several of his original works and

some that interpret his work. Those would include:

- 1) MacBeth in Harlem, 1937
- 2) "War of the Worlds," CBS Radio Network, October 30, 1938.
- 3) "Citizen Kane," 1940.
- 4) "RKO 281," HBO Films. 1999.
- 5) Biography of Orson Welles, Biography Network.
- 6) "The battle over Citizen Kane," WGBH Boston Video, 2000.
- 7) "Magnificent Ambersons"

Students will also read several texts including:

- 1) Carringer, Robert L. The Making of Citizen Kane. University of California Press. Berkeley. 1985.
- 2) Higham, Charles, The films of Orson Welles.
- 3) Koch, Howard. The Panic Broadcast. Avon Books. 1970.
- 4) Lebo, Harlan. Citizen Kane. The Fiftieth-Anniversary Album. Doubleday. New York. 1990.
- 5) Welles, Orson and Peter Bogdanovich. Jonathan Rosenbaum. editor. This is Orson Welles. New York, NY. Harper Collins. 1992.

Dr. Spiceland has accumulated additional videos and sources that will be used throughout the semester. This class will employ historical methodology to research some of the commonly held beliefs (often inaccurate) about Welles and his work. For instance, Hadley Cantrill's research after the radio "War of the Worlds" radio broadcast and Koch's book comes close to serving as primary sources. However, there are still some enduring mysteries surrounding Orson Welles and his work. Students will listen to and watch videos, then contrast their readings with the material presented.

HON 3515-101: The Nature of Writing and the Writing of Nature Giskin & Neufeld

Nature writing requires the integration of two areas of expertise; skill with language and knowledge of natural history. This honors course will focus on weaving these two skills together to tell stories about nature. Students will learn basic natural history in order to provide material for composing original essays. In addition, a variety of writing styles will be discussed, including but not limited to journalistic, technical, poetic, and analytical. Students will read examples of excellent nature writing from across the years and across styles (books, short essays, and poems) and create original works of nature writing and a portfolio which will be graded at the end of the course. The course will include traditional lectures, discussion, and presentations by students of their work to the class.

Prerequisites: An introductory science course in any field and introductory English. Credit Hours: 3

HON 3515-102: Migration and Memory **Getz**

Throughout history human beings have moved around from place to place, crossing continents, oceans, and mountain ranges in search of a better life or fleeing a bad one. Some peoples have been involuntarily removed from their homelands to wander as refugees or to be forced to labor for others. Whatever circumstances lead to their migration, those who move are compelled to shape a new identity, often combining elements of the past with new characteristics. Language in the form of writing or orally-transmitted stories becomes a means of remembering worlds and loved ones left behind. Through language people who migrate also negotiate and express their new identities.

In this class we will examine migrations around the world, exploring why people migrate and what happens to them in the process. We will focus particularly on the use of memory through the written word and stories as a means of forging new identities. Students will read histories of migrating peoples, as well as memoirs, fiction, and poetry that speak to the migration experience. Students will be asked to do a research and writing project in which they focus on the migration experience of a particular group of people or a specific family.

HON 3530 Parkway Research **Clark**

A team-based, interdisciplinary, community-based research (CBR) project, in collaboration with the Blue Ridge Parkway. It is designed for students who have had some exposure to the research tools of their discipline--that's why it's targeted at juniors, although "advanced" sophomores and certainly any seniors are welcome. Supported by a 3-year grant from the Corporation for National & Community Service, this seminar class will introduce students to CBR and engage them in work on a piece of a large, multi-year and multi-disciplinary research problem. For the past two years we've been researching problems at Rough Ridge, Bass Lake, and Hebron Falls. In this course you'll collect and analyze data, write up a report with recommendations that will be presented to the Parkway, have a chance to make a difference at this valuable national park, and have a great time outdoors doing so. See <http://psrp.appstate.edu> for more details.

HON 3535 CBR Seminar **Clark**

For any undergraduate student in any major who would like to connect public service with their academic work/research interests through a research thesis or independent study project. The year-long program supports students in developing a community-based research (CBR) thesis that meets high standards of academic rigor and makes the results of the thesis/project useful to a specific community or organization, or available for public interest. The students, faculty, and staff who are involved will form an interdisciplinary learning community that provides support and diverse perspectives, while sharing the common goal of conducting outstanding academic research and exploring ways to provide something of value to the community. Students in this program will choose from a list of current community partner research needs <http://www.osr.appstate.edu/research/oppsCommunity.html?&MMN_position=5:5> or design a CBR thesis project of their own in collaboration with a community partner. See <http://psrp.appstate.edu/> for more details.