

SPRING 2009 COURSE DESCRIPTIONS

COLLEGE OF BUSINESS

MGT 3630-410: Intro. to Organizational Behavior

Daly, J.

A study of individual and group behavior in organizations, focusing on describing, explaining, predicting, and influencing human behavior in those settings. While many undergraduate students have the potential to be leaders, it is recognized that Honors students are most likely to rise to leadership positions early in their careers and thus the course focuses on building for all majors the knowledge and skills that are needed for effective leadership.

POM 3650-410: Production and Operations

Dave, D.

Production and operations management involves the transformation of resources used in business into products and services, and an attempt is made to ensure that the transformation process is performed efficiently. The decisions involved in this process are often enhanced by the use of quantitative methods with emphasis upon production and operations management problems and techniques. Various production/operations functions will be analyzed through problem solving processes and cases. These functions include forecasting, management of quality, design of goods and services, capacity planning, location and layout, aggregate scheduling, materials management and inventory systems, project management, and others. In order to understand real life applications of production and operations management, students will be expected to work on a variety of word problems. Students will also be expected to work on a real-world case to become familiar with the application of the operations management methodologies as well as their integration with other disciplines of business.

ENGLISH

ENG 1510-101: Freshman Honors Seminar: American Literature (Disaffected Romantics and Existentialists Journey Toward the Cyber Age of Anxiety and Globalism).

Conway C.

Application of individual research and critical thought to interpretation of significant novels in American 20th C literature. In this seminar, students will learn by their own presentations and discussion as well as by the professor's mini lectures and discussion. Works likely to include mountain ballads, Jack tales, as well as Hemingway ("Indian Camp"), *Tracks of de Soto* and others in Balm of Gilead Tree, Wolfe ("The Lost Boy"), Faulkner story, Morgan, Salinger (*Catcher in the Rye*) Vonnegut (*Slaughter House 5*), Lee Smith (*Fair and Tender Ladies* or *Agate Hill*), *Ellen Foster*, and/or Alice Walker (*The Color Purple*). Students will give presentations on modernism, post-modernism, interviews, DL Biographies, and critical articles. Emphasis will be placed on critical thinking and literary analysis.

ENG 2515-101: Sophomore Honors Seminar (later British)

Brewer B.

In this course we will survey English literature from 1789 to the late twentieth century. We will pay special attention to two monster myths that became culturally significant during the

Romantic period: the (English) vampire and Victor Frankenstein's botched experiment. Our readings will include vampire tales by John Polidori (Lord Byron's doctor), two Anglo-Irish writers, Sheridan Le Fanu and Bram Stoker, Mary Elizabeth Braddon, Algernon Blackwood, E. F. Benson, and Robert Aickman. We will also read */Christabel/*, by Samuel Taylor Coleridge, in which the heroine is visited by a mysterious figure who resembles a vampire, and John Keats's */Lamia/*, which recounts the demise of a powerful snake-woman. Films like */Nosferatu/* and */Bram Stoker's Dracula/* will provide us with insights to 20th-century perspectives on the vampire myth. In addition, we will discuss works that portray non-vampiric monsters and "mad" scientists: Mary Shelley's */Frankenstein/*, Robert Louis Stevenson's */Dr. Jekyll and Mr. Hyde/*, and H. G. Wells's */Island of Dr. Moreau/*. Oscar Wilde's character Dorian Gray will provide us with one of our examples of moral monstrosity. Throughout the semester we will consider what literary and cinematic monsters tell us about British cultural beliefs, fears, and fantasies at different historical moments. Our readings will be extensive: please do not take this course if you are a reluctant reader.

ENG 2515-102: Junior/Senior Honors Seminar (later World)

Dubino J.

Sophomore Honors Seminar is a course introducing you to some of the major works in world literature from the 17th century to our own (early 21st century). The major theme is travel. We will begin by reading three important travel texts from the 17th and 18th centuries, and then move onto 19th century poetry dominated by the metaphor of voyaging, particularly interior journeys.

In the second half of the semester we will read primarily short fiction (including a novella) focusing on cross-cultural encounters resulting from travel. As well as considering the theme of travel, we will look at how it is generically shaped, primarily, in this class, in the forms of the travel narrative, poetry, and short fiction. Alongside of these genres we will read (and act out) plays, and in all our texts consider other representations, including nature and the cosmos, social and economic class, gender and sexuality, nationality and war, colonialism and postcolonialism.

ENG 2515-103: Sophomore Honors Seminar (later American)

Conway C.

An in-depth study of 20th C American novels and other literature (including ballads, poetry, storytelling, films and more) from the modernist and post-modernist movements. Continued use of individual research, original critical thought, and writing comparative literary essays. Teaching methods will include mini-lectures, close-reading, discussion, question & answer, presentations, and writing. Students will write three or four papers comparing and analyzing elements of fiction, contextualizing works historically and culturally, illustrating the characteristics of modernism and post-modernism, and considering themes of identity, community and the conflict of the human heart, and issues of ethnicity, class, gender, globalism, and ecology. Close reading, careful thinking, lively discussion, and clear writing will be customary. Texts will be enlivened by readings, performances, films, and at least one class outing. Text will probably include short selections (e.g. "Jackero" ballad, "The Lost Boy," "Indian Camp"), *Slaughter House 5 or Tender Is the Heart*; *The Color Purple or The Bluest Eye*; *Go Down Moses*; *The Golden Apples or Ponder Heart*; *Fair and Tender Ladies or Agate Hill*; *Garden in the Dunes or Ceremony*; *Eva Luna or Prodigal Summer*.

ENG 3515-101: Junior/Senior Honors Seminar

Wilson J.

In the spring 2009 section of ENG 3515, we will study texts that created a media sensation upon debut and see how these popular works changed the cultures that read them. We will begin with Samuel Richardson's *Pamela* (1741), often deemed the "first" English novel due to its realistic format and psychological tension, a work that sped through six editions and inspired not only its own wax museum but a vogue for racehorses named after its heroine. To further understand the *Pamela*-craze, we will see how Henry Fielding responded in *Shamela* (1741) and *Joseph Andrews* (1742), one a satirical re-telling of Richardson's tale and the other a completely new creation of a "comic-epic in prose" following the life of Pamela's temptation-beset brother.

The second half of the class will draw together Laurence Sterne's *A Sentimental Journey through France and Italy* (1768) and Tobias Smollett's *An Expedition of Humphrey Clinker* (1771). Once again, with Sterne's text we find an innovative work, one that not only sold volumes, but also initiated a fad for sentimental travel writing. Sterne's devoted readers took every opportunity to re-enact one of the famous episodes in the plot, exchanging snuff boxes in a gesture of sympathy and brotherly love. *The Expedition of Humphrey Clinker* takes a completely different approach to travel writing: where Sterne's text is sparse, sentimental and elegant, Smollett's is multi-vocal, episodic, and comic. Smollett satirizes sentimentality in his portrayal of Methodist enthusiasm and proceeds to portray humanity in all its teeming, corrupted corporeality.

The class will include a research paper, discussion postings, an individual presentation, and midterm and final examinations.

HISTORY

HIS 3510-101: Jr. Honors Seminar: Ancient Medicine

Holiday, L.

This course will introduce students to medical practices from Hippocrates to Galen, including pharmacology and surgical techniques, as well as health, diet and standards of living in the ancient world. Because it is difficult to separate medicine from other types of healing such as folk remedies or the cult of Asclepius, this course will explore a broad range of methods of dealing with sickness. It will examine the interactions between doctor and patient, and ancient attitudes towards the body, noting how these factors both reflected and shaped ancient society.

By the end of this course, you will have acquired knowledge of the dominant figures, theories, and circumstances that shaped ancient medical practice and standards of health. In addition, you will be introduced to the challenges and issues associated with evaluating ancient sources.

HONORS

HON 1515-101: Freshman Honors Seminar: Love and Death

Dale, M.

The comfort that we can gain from the hard cruel truth of death is that life itself is wonderful, full of love and full of transcendental moments – that's what really matters. -Jim Crace
See, the art of living is learning how to die. And what I mean by that is that if you're really going

to live life intensely, then something in you every day ought to die – some bad habit, some prejudice, some faulty presupposition – so you're continually involved in a struggle to better yourself, become more mature, more compassionate, more courageous. -Cornel West
That well know magic worked by love – the transformation of the merely real into the vividly actual – is largely the blithe labor of the imaginative eye. -Eva Brann
All love is in great part affliction. -Marilynne Robinson

Through an engagement with literature, music, science and art we will begin to explore the meaning and truth of what the writers quoted above reveal to us of love and death in our lives and the lives of others.

TENTATIVE READINGS:

Nicole Krauss, *The History of Love*; Marilynne Robinson, *Housekeeping*; Annie Dillard, *For the Time Being*; Jeanette Winterson, *The Powerbook*; Joan Didion, *The Year of Magical Thinking*; Anne Carson, *Eros the Bittersweet*

HON 1515-102 Neurobiology of Culture

Jones, L.

This course will explore the nexus between some new disciplines (Neuroscience & Evolutionary Psychology) and some older disciplines (Anthropology and Behavioral Psychology) to see how our understanding of certain problems itself evolves. The students will have a brief but essential didactic course in neurology in order to learn what is well established about brain areas and their functions. This will serve as our touchstone for questions about less well-established functions that have implications for both individual and group survival and how they may be represented in the brain. The students will experience the vertigo that occurs when trying to ascertain scientific "truth." This is a discussion-based course with heavy reading, writing, and participation expectations.

HON 2515-102: Sophomore Honors Seminar: The Making of Modern China

Williamsen, M., Martin, H.

The last century in Chinese history has been characterized by violent upheavals and wide-sweeping changes. From a dynasty ruled by an emperor, to a Republic that was occupied by Japanese invaders, to civil war and the formation of The People's Republic of China, the ebbs and flows of Chinese history have kept both the world and the Chinese people puzzled. Is China now a marketplace ripe for the consumption of Western products (as business and industry hope), is it a key player in maintaining worldwide peace and stability (as political leaders hope), or is it a country so strongly tied to ideology that periods of openness and modernization will inevitably be followed by periods of repression? One thing is certain. Whichever way the mood swings in China, the rest of the world will be affected. To understand modern China, we need to know the forces that have shaped her—the wars, the ideologies and the economic factors. We need to understand what politicians, writers, intellectuals, workers and other Chinese people think about their present and their future. These are the issues we will explore through historical and literary readings. We will look at the broad picture of China's recent history, but also at individual's thoughts as portrayed in literature, letters and public documents. Textbooks include: *The Gate of Heavenly Peace* by Jonathan Spence, *Red Sorghum: A Novel of China* by Mo Yan, *Selected Stories* by Lu Hsun, *Balzac and the Little Chinese Seamstress* by Dai Sijie, and *China's Avant-Garde Fiction: An Anthology* edited by Jing Wang.

**HON 3515: Junior/Senior Honors Seminar: Speculative Fiction from Hairy Beasts to Harry Potter
Maiden, E.**

Writers of fantasy, science fiction and utopian narratives seldom indulge in “what if” scenarios “just” to while away the hours. Instead, most consider a world elsewhere or somewhere as an alternative to an all-too-presently real set of circumstances. In addition to questioning the current realities addressed by SF, the seminar will consider these narratives as part of an ancient and honorable tradition that has found exemplary expression in the last century and a half. We will also examine their place as part of a supposedly ephemeral pop culture which may also speak to the next one hundred and fifty years. While tradition, convention and habit often set an agenda for interpreting texts, readers also have the freedom (responsibility?) to assign important concerns to a text. An interpretation of a text's meanings and values that moves beyond the purely personal should interrogate interrelation among tale, teller and artist--and by extension, culture's influence on all three.

After a close reading, individuals should share questions, as well as possible answers, about the text. Discussions will use various modes: informal but engaged class exchanges; frequent, informal, online written statements about meaning; short but narrowly focused interpretive mid-term and summative final essays. In addition, students will work in small groups to develop a project that applies concepts discussed in class to active speculation about possible human futures.

**HON 2515-103: Sophomore Honors Seminar: Japanese Literature and Identity (8 seats)
Crosslisted with IDS 2205 (8 seats)
Wentworth, J.**

This course is an introduction to Japanese literature and to the theme of identity. We will read Varley's broad, excellent introduction to Japanese culture that focuses on literature, but places it in some historical context as well. Concurrently, we will read eight novels, some poetry, a short story, and see half a dozen films. The course is a seminar after the initial week or two on the theory that we will each have our bit of vision to contribute to an overall perception of the material and theme. Though I don't speak Japanese, I trust that my seven years of study; three years teaching with a Japanese colleague; a semester living, learning, and teaching in Japan; and my experience teaching this course will equip me to notice our most serious blunders and keep us on track.

Students will work in pairs, with a more experienced person and a less experienced person making up the pairs as far as that is possible. Each pair will select one book, prepare a formal presentation (in consultation with me), and lead a discussion of that book. In addition, each person individually or with another, will write a final research/ analytic paper on a topic of their choice that deals with literature/film and identity.

Obviously, this course will be a challenge since there is a lot of reading and two large products. I hope for students who are willing to complete reading that they don't always understand and won't be tested on and who will discuss vigorously but open-mindedly materials that may be quite unlike what they have seen before. This is exciting, challenging material. I have grown

tremendously in relation to my encounter with Japan, and I'm convinced that, with focus, you will also.

MATH DEPARTMENT

MAT 2515-101: Soph. Honors Seminar: Logic & Proof **Hirst, J.**

Prerequisites: Completion of MAT 1120 is suggested. One of the following is required: A 3.0 GPA in math courses, honors status, or permission of the instructor.

Purpose of the course: There are two ways to learn to write proofs. You can either 1) write incorrect proofs until you discover all the possible ways to make errors, or 2) find out what proofs really are, and then write some. We'll take the second approach. The course provides excellent preparation for upper division mathematics courses and is great for people interested in thinking clearly.

For more information: 262-2861, jlh@math.appstate.edu

MAT 3515-101: Junior Honors Seminar: Cryptography and Coding Theory **Klima, R.**

Prerequisites: Completion of MAT 2240. Honors status or permission of the instructor is required.

Students in the course will study and learn some of the mathematics behind several cryptosystems, including public-key systems like RSA and the Diffie-Hellman key exchange, and non-public-key systems like Caesar and block ciphers. Students in the course will also study and learn some of the mathematics behind several types of error-correcting codes, including non-linear codes like the Reed-Muller code that was used in the Mariner 9 space probe, and linear codes like the Reed-Solomon codes used in the Voyager II satellite and in encoding music on CDs and video on DVDs.

For more information: 262-2378, klimare@math.appstate.edu

PHILOSOPHY

PHL 1000-410: Intro to Philosophy **Bartel, C.**

What is justice? How can we be certain that we know anything? How can we be certain that we can believe what our senses are telling us? The purpose of this course is to introduce to students the method by which philosophers discuss difficult issues such as these. Through a close reading of three central texts in the history of philosophy spanning the fields of ethics, epistemology and metaphysics, we will examine the problems of justice, skepticism and empiricism.

PHYSICS

PHY 1151-410: Honors Analytical Physics

Dr. Adrian Daw

Permission: Department Chair

Prerequisite: PHY 1150

Co-requisite: MAT 1120

An analytical and quantitative treatment of physics, intended primarily for students majoring in the natural sciences, mathematical sciences and pre-engineering. Topics covered include: thermodynamics, electricity, magnetism, optics and quantum phenomena. The Honors Section of PHY 1151, Analytical Physics, is the laboratory portion of the course. Students must register for lab, PHY 1151-210, as listed in the University Honors Courses section of the Spring 2006 Schedule of Classes AND for the PHY 1151-410 lecture section. If there is a conflict with this lecture time, arrangements may be made with the department to attend a different lecture section. The Honors lab section is structured differently than the standard laboratory section as discussed in the description of PHY-1151-210 below. PHY 1151, together with PHY 1150, satisfies the Core Curriculum Science requirement and carries Numerical Data and Writing designators.