

Honors (for University Honors students; dept/college honors track students may take HON classes taught by faculty in their major/minor disciplines, space permitting)

Freshmen Seminars

HON 1515-101 Metamorphoses in Life: Love & Death TR 9:30-10:45 East B-4 Dale, M.

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; J.M. Coetzee, Age of Iron;

Rebecca Solnit, A Field Guide to Getting Lost; Annie Dillard, For The Time Being; Anne Michaels, Fugitive Pieces; Kim Todd, Chrysalis: Maria Sibylla Merian and the Secrets of Metamorphosis

HON 1515-102 The Future in Fragments: The Science Fiction Short Story TR 2-3:15 East B-15 Wilson, M.

In this class, we will read a particular genre and type of fiction: the science fiction short story. Our selections will be chosen to explore the inherent characteristics and history of the SF genre, its place as a cultural reflection on current anxieties, preoccupations, and issues, and its role as a "what-if laboratory" for the evaluation of ideas and technologies in terms of their possible human consequences, as well as the aesthetic literary pleasure offered by the story itself. Our primary text for the class will be compiled from multiple sources into a xeroxed course packet. There will be a midterm and final exam, reading quizzes, two written papers, and an online forum discussion component.

Sophomore Seminars

HON 2515-101 The Plastic Brain TR 8-9:15 East B-15 Zrull, M.

The brain can change; it has to. We experience a changing world, communicate, laugh and cry, are joyful and scared, learn and remember, develop a personality, love and hate, have beliefs and attitudes, and do many other things because our brain can change. In this course, we'll learn some brain science and spend time considering how the brain and its neural circuits accommodate both expected and unexpected experience. Perhaps we'll even consider how:

"The Brain—is wider than the Sky— ... is deeper than the sea— ... [and] just the weight of God— ..."
(Emily Dickinson, c.1862).

Students should expect to engage in discussion, activities and write about the brain.

HON 2515-102 Life Coaching (20) MW 11-12:15 East B-15 DeHart, J.

This course examines the concept of Life Coaching as it is used in our society. Life Coaching, which focuses on positive collaboration as a means to achieving goals and fulfilling dreams, is fast replacing discipline as the model of choice in the corporate world. Articles written by life coaches appear in magazines as diverse as

HON 2515-106 Child Labor in Global and Historical Perspective TR 11-12:15 Raley 4016 Hindman, H.

Child labor is correctly perceived as a problem of less-developed nations. Yet, we know of no industrially advanced nation that did not go through its own “dirty phase” of pervasive use of child labor. Further, no nation on Earth has fully resolved its child labor problems. In this course, students will explore causes, consequences, and cures for child labor. They will learn to distinguish child labor from work beneficial for children. And they will learn how to bring primary source material to bear on analysis and critique of the problem.

Generally, the first half of the course will examine the historical record (emphasizing the U.S. and Great Britain). Using primary source material available on-line from the National Archives, students will produce a short video documentary on child labor in American history. Generally, the second half of the course will examine child labor as it is manifest today in the less-developed regions of the world. Using readily available primary and secondary sources, students will develop a 3000 word country analysis detailing the child labor issues in a country of their own choosing.

Principal readings will include the Professor’s own books, *Child Labor: An American History* published in 2002, and *The World of Child Labor: An Historical and Regional Survey* (an edited work) published in 2009.

HON 2515-107 Nature of Happiness (16) R 3:30-6:00 East B-1 Kwong, J.

This course aims to examine the subject of happiness from primarily a philosophical perspective. Some of the questions it will address are: What is the nature of happiness? What is it to live a happy life? What connections are there between a happy life and the good life? What are some of the factors that determine a happy life? Are we always in the best position to judge our own happiness? Why has the subject of happiness only recently resurfaced as a legitimate topic of study in both psychology and philosophy? What are some of the methods and theories that can be employed in the study of happiness? What are some desiderata we should want from a philosophical theory of happiness? We will read historical and contemporary writings not only in philosophy but also in other disciplines such as psychology and religious studies.

HON 2515-108 Fear of the Other: (20) TR 9:30-10:45 CW 22X Wise, M. & Mead, A.

Why are we so afraid of "the other"? Through readings, extensive class discussion and participating in community events, we'll examine the basis on which we judge others to be different or similar to ourselves, including but not limited to race, ethnicity, gender, physical attributes, socio-economic class, and physical abilities and disabilities. We'll examine the issues of overt and hidden prejudice and discrimination in our everyday lives as well as the institutions (educational system, legal system, etc.) that perpetuate or seek to eliminate these beliefs and actions.

Junior Seminars

**HON 3515-101 Making of Modern China TR 11-12:15 East B-1 Williamsen, M. & Gissen, H.
(X-listed with IDS 3700-101 10 seats each)**

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.

**HON 3515-102 Science, History, & (12) TBA
Business of Beer & Brewing**

Broyhill

**Taubman, B. &
Tuberty, S.**

This course will provide a rigorous coverage of the chemical, biological, and physical processes that go into brewing malted beverages, including coverage of the hops, malt, and yeast varieties and how they are combined to produce specific styles and flavors of beers. The production and consumption of fermented beverages and their cultural context, including the effects of the Prohibition period on American and Appalachian history, will also be covered. Students will learn about the financial, managerial, and marketing considerations that are required to start and operate a professional brewery, including packaging and distribution of the product. Students will enjoy a “hands on-minds on” approach to brewing basic styles of beer during class at the start-up Ivory Tower Brewery in the Broyhill Inn. An experimental approach to brewing will be implemented in which several beers will be produced with a single variable altered (e.g. pH, fermentation temperature, hop variety or amount, boiling time, etc.) to determine the effect on beer character. The course will include a weekend field trip to the Foothills Brewery in Winston-Salem, NC to tour their brewing facility and speak with their master brewer. Students will be evaluated based on a combination of in-class exams, class participation and discussion, laboratory exercises, and successful completion of final brewing projects that will be evaluated by student peers, faculty, and BJCP certified judges. Upon completion of this course, students will be able to confidently brew on their own and will have a working knowledge of the science, history, and business of brewing.

**HON 3515-103 Visual System
& Consciousness**

TR 9:30-10:45

East B-1

Lewis, D.

This course will use the primate visual system as a basis for exploring brain mechanisms of conscious perception. After introductory discussions on consciousness, how neurons work and the concept of neuronal correlates of consciousness, we will survey the visual system physiology and anatomy from the retina to higher visual cortical centers. From this platform of visual perception, brain mechanisms of conscious perception will be explored. Among topics explored will be how perceptions are represented in the brain, “grandmother” neurons, how visual input becomes a conscious percept, filling in, binocular rivalry, blindsight, visual agnosias and the use of fMRI in exploring visual function. Additional material to be covered if time allows will be, altered states of consciousness, sleep, attention and epilepsy as it relates to consciousness. Students will be asked to write a research paper on a topic of interest to them and use it to and deliver a class lecture. Classes will be structured to encourage discussion of material. Grades will be based on class participation, papers and a few quizzes. Assigned readings will be from “*The Quest for Consciousness: A Neurobiological Approach*” by Christof Koch (Roberts and Company, Englewood CA, 2004).

**HON 3515-104 First Year Reading
Experience Book Selection**

MWF 10-10:50

East B-1

Maiden, E.

The General Honors 3515 course **Summer Reading isn’t just done at the beach anymore!** will combine theory and close reading to study a growing part of the collegiate experience at ASU and elsewhere.

The course will have three major segments:

Read successful past selections to interrogate present Summer Reading Program guidelines for book selection. We will do a close reading of texts drawn from different disciplines in order to consider qualities that seem to satisfy ASU’s criteria and to discuss attributes that may not, but ought to, be included.

Collect data from other successful Summer or Common Reading Programs: the goal would be to report and comment on what philosophy, characteristics and practices are common elsewhere. And make recommendations for what elements might be appropriate for ASU’s program.

The final section would be built around reading books likely to be included on the short-list books under consideration at ASU for 2011; this round of reading will be guided by criteria the class has generated based on their research. The class would make recommendations for possible selection to ASU’s Summer Reading Program. Inquiries welcomed: maidenev@apstate.edu

HON 3515-105 Play Therapy for The Very Young **MW 8-9:15** **East B-1** **Short, G.**

Students will be challenged to understand the various different types of play therapy that is available for infants and toddlers. Theoretical approaches will be based on the latest research and practice. Classroom demonstrations and experiential opportunities to explore developmental issues and behaviors of young children will be provided. Active participation in play therapy techniques with children and/or classmates will occur at various times in and outside the classroom with the opportunity to complete a graded research activity. Students will learn to think critically and complete scientific inquiry of their choice theory about play therapy for very young children. Analysis and demonstration of student's research on their choice theory will be discussed from quantitative and/or qualitative and social perspectives during a classroom and/or paper presentation. Problem solving skills will be sharpened through classroom examples and exercises, group discussions, seminars, assigned readings on attachment and the brain, diversity, special issues for children, human development, early childhood, social work, marriage and family therapy, etc. Possible activities and/or assignments will include a Play Therapy research paper, field trips (as resources allow), guest lecturers, and reports. These activities/exercises will provide the basis for evaluating student performance in addition to a single comprehensive final examination that focuses on play therapy for very young children where case studies are highlighted to integrate thinking and show comprehensive knowledge of the subject. This course is an excellent introduction and stimulus for students considering teaching, social work, early childhood development, counseling, or marriage and family therapy advanced degrees.

HON 3515-106 Japanese Lit & Identity **MW 3:30-4:45** **LLR Rm 321** **Wentworth, J.**
(X-list with IDS 2205 10 seats each)

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, and see half a dozen excellent Japanese films based on, or connected with, literature. After an introductory week, the course becomes a seminar in which, with my help, a pair of students leads the discussion. Student pairs will match a more experienced person with a less experienced person whenever possible. Each pair will select one book, prepare a formal presentation (in consultation with me), and lead a discussion of that book for two sessions. Each student will write a short paper that analyses main points from that pair's 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 and ties together several works we have studied.

Obviously, this course will be a challenge since there is a lot of reading and three products (a short paper, long paper, and discussion). Though I don't speak Japanese, I trust that my eight years of study; three years teaching with a Japanese colleague; a semester living, learning, and teaching in Japan; and my experience teaching this course several times will help me keep us on track. I'm looking for students who are willing to complete reading that they don't always understand and won't be tested on, and ones who will discuss, vigorously but open-mindedly, materials that may be quite unlike what they have seen before. I have grown tremendously in relation to my encounter with Japan, and I'm convinced that, with focus, you will also. We have very lively discussions on both the books and the films, so for most students and for me, this course is an adventure and a lot of fun.

HON 3515-107 Exercise Behavior & Motivation **M 4-6:30** **East B-15** **Knab, A.**

We have all experienced people in our lives that just can't seem to sit still and are in constant motion, while others could lie on the couch all day and be perfectly happy. Motivation for physical activity varies widely among individuals, and there appears to be multiple contributing factors to this unique motivated behavior. In this class we will explore the science behind the motivation for exercise by exploring the historical scientific perspectives and views of motivation. In addition, we will discuss current scientific understanding of motivation both from a psychological as well as genetic/molecular perspective using the primary literature in this area. Students will be challenged to deliberate the implications of current research in exercise

behavior and the differing messages from mass media vs. the scientific literature in regard to the science of exercise motivation. For example, can you really blame laziness on your genes? Public health perspectives will also be discussed. Students will lead group discussions of primary literature sources, complete one research design project and present this project to the class, as well as write one paper on a subject of their choosing regarding the unique aspects of motivation for physical activity.

HON 3515-108 Documenting & TR 12:30-1:45 East B-15 Conway, C. & Hansell, T.
(X-listed with AS 3531-101 10 seats each) Representing Appalachia

Poet James Still wrote “Appalachia is that somewhat mythical place with no known boundaries”. This course will focus on how the documentary tradition has portrayed the Appalachian region. Students will write two papers and work in small groups to complete short documentary videos about some aspect of Appalachian life and culture.

Upon completion of this course, students will understand how the culture of the Appalachia is intertwined with American history and culture, critically analyze how films about Appalachia have helped bring attention to and alleviate certain regional inequities while perpetuating others, and master the basic skills required to analyze films and make a short digital documentary.

HON 3515-109 Jesus & Film T 6-9 Greer 222 Reed, R.
(X-list with REL 4115, 10 seats each)

Jesus has been the subject of many films, some which were focused on the life of Jesus, some which were focused on employing Christ figures. This class will look at the representations. We will first explore what scholarship tells us about the historical Jesus using Dominic Crossan's *Jesus a Revolutionary Biography*. We will then explore the way Jesus' life story has been portrayed in film and the way films about Jesus have reflected moments in our culture. Pairs of students will be responsible for leading a discussion of the films and researching background information. Students will engage in weekly reflection assignments. At the end of the class students will write a 10-15 page paper on a topic of their choosing (with instructor approval)

HON 3530-101 Selected Topics: TBA East B-1 Jones, L.S.
Scientific Publishing (Neuroscience, 1 credit) permission of instructor only

This is a required course for any students who wish to join the *IMPULSE* review team. *IMPULSE* is an international, online journal for undergraduates to publish their neuroscience research. The review team comprises undergraduates from around the world with the Editor-in-Chief at the University of South Carolina and other faculty-led review teams at ASU, Middlebury, and Vanderbilt. The website is hosted at APP, and an Associate Editor and Publicity Editor are part of the APP@IMPULSE team. For more information email jonesls@appstate.edu