

## Maymester 2021 Undergraduate Courses

### ANT 471 – Understanding Latino Migration, Dr. Nora Haenn

This course seeks to provide students the knowledge and skills to navigate today's migration debates. The course does so by communicating research that explains the histories behind today's migration from El Salvador, Guatemala, Honduras, and Mexico; the drivers behind current migration patterns; how families, communities, and policy-makers respond to migration in ways that can keep the process going; distinctions between labor migration and refugees; as well as the way public safety, family separation, poverty and other factors interact in migratory settings. Student's analytical skills will be honed in the transformation of this material into proposals, presentations, and a final project which argue for students' own analytical standpoints. This course satisfies a GEP Social Science requirement and the GEP Global Knowledge requirement.

### COM 292 –Language, Communication, and Culture, Dr Lynsey Romo

We use different modes of communication, depending on whether we are participating in classroom discussion, talking with our parents or boss, hanging out with friends, or visiting a different country. Rarely do we have the opportunity to consciously reflect upon our communicative behaviors. In this class, we will unpack some of the ways culture and society influence our communication and how our communication affects the culture and the society in which we live. Understanding how our words, shared meanings, and contexts can affect how we express ourselves can be the difference between positive and negative communicative experiences. Key issues raised in this class come from the following questions. What is culture and how does it influence the ways we communicate? How does language affect how we perceive ourselves and the way others perceive us? What roles do we expect others should play in certain communicative situations? How does context help us better understand communication? This course satisfies a GEP Social Science requirement and the GEP US Diversity requirement.

### ENG 248 (AFS 248) – Survey of African American Literature, Dr Marc Dudley

This special Maymester version of the AFS/ENG 248 offering will afford students the opportunity to explore the African American experience through the community's literature (from the 18<sup>th</sup> century to the present moment), but through the lens of the American Dream. We'll begin with early poetic works by Phyllis Wheatley whose very existence (as slave poet) at once defied expectation and yet demanded inclusion. Charles Chesnutt's *Conjure Stories* at the turn of century, whose magical musings prefigure Toni Morrison's own writings by a hundred years, are also necessarily about inclusion and an economy of value in a nation that insists it has little use for those marginalized. While Walter Mosely's "Equal Opportunity" insists that the "American Dream" is for everyone, regardless of age, sex, and yes, race, jazz and blues artists that include Louis Armstrong, Howling Wolf and Bessie Smith and Hip hop artists such as Grand Master Flash (whose song "The Message" has become a classic anthem of African American perseverance in light of a good dream gone bad), Public Enemy, and everyone's contemporary crossover darling Jay Z, all provide a soundtrack to this literary interrogation of our coveted American

Dream. As literary critics and social historians, we will attempt to show how these texts in turn define America as we see it, think it, and/or hope it to be. This course satisfies a GEP Humanities or the College of Humanities and Social Sciences Literature II requirement as well as the GEP US Diversity requirement.

ENG 305 (WGS 305) – Women and Literature: Women and Gender in Comics, Dr Margaret Simon

This course surveys the representation of women and gender in comics from 1936 to 2021, looking at representation both in terms of character and of comics creators. Across the course of the twentieth century women, especially, and to a lesser extent LGBTQIA+ characters and comics creators took a more prominent role in the industry. How has this shift shaped (or reshaped) how individuals along a complex gender spectrum are written and visually represented in such texts? How is graphic literature being defined by a more diverse creative community, including minority voices? What perspectives on gender and sexuality are put forth in comics? What affordances or constraints do comics provide in presenting complex body narratives? How do we evaluate comics and graphic literature in a literature class? We will read mainstream and experimental graphic fiction, gender theory, and media theory, in addition to undertaking drawing activities, archival research, and hosting several guest speakers. The course offers an in-depth focus on comics as a medium for exploring gender. This course satisfies a GEP Humanities or the College of Humanities and Social Sciences Literature II requirement as well as the GEP US Diversity requirement.

ENG 340 – Literature, Art and Society: Heaven, Hell, and the Afterlife, Dr Timothy Stinson

This course surveys some of the great works of literature focused on heaven, hell, and the afterlife, including classical works such as Homer's *Odyssey* and Virgil's *Aeneid*, European works from the medieval through modern eras, including Dante's *Divine Comedy*, Milton's *Paradise Lost*, and Blake's *Marriage of Heaven and Hell*, and diverse accounts of the afterlife from world literature, such as "The Descent of Inanna from the Great Above to the Great Below" (Sumer) and "The Feather of Maat" (Egypt). These will be paired with films and visual depictions of the afterlife, such as renderings of The Last Judgment (showing both heaven and hell) by Giotto, Bosch, and Michelangelo and Egyptian and classical funerary art. We will make virtual excursions to museums worldwide to view artworks from a variety of world cultures related to the afterlife. This course satisfies a GEP Humanities, a GEP Interdisciplinary Perspectives, or the College of Humanities and Social Sciences Literature II requirement. It can only satisfy one GEP requirement but students can choose which one. Students should speak to their academic advisor if the course does not automatically feed into the desired requirement on their degree audit.

ENG 376 – Science Fiction: Science Fiction & Steampunk, Dr Paul Fyfe

"Science Fiction & Steampunk" explores the provocations of science and technology to the literary imagination. This seminar analyzes responses to historical shifts in technology, from nineteenth-century reactions to steam engines and telegraphy to more contemporary "steampunk" reworkings of the past. Students will gain an understanding of the genealogy of science fiction, investigate its creative adaptation in "punk" subcultures, and assess how they reveal perspectives on communication, ethics,

gender, and race. The course also considers how the genre of science fiction evolves through different mediums, from historical texts to graphic novels to films to video games to fan conventions to fabricated objects. Across all of our materials, students will use a critical thinking toolkit for literary study and media analysis, producing daily writing assignments, a class presentation, a prototype steampunk object in collaboration with the NC State University Libraries Makerspace, and a final paper. This course satisfies a GEP Interdisciplinary Perspectives requirement and the College of Humanities and Social Sciences Literature II requirement.

#### ENG 382 - Film and Literature: Adapting Animation, Dr Andrew Johnston

How have literature, comics, and other media shaped the production and technologies of animation? How is the influence reciprocal? While animation is often considered children's entertainment, this course situates it as the technical coincidence of life and movement while examining its relation to multiple media. From hand-drawn work to claymation, stop-motion cutouts, or CGI, animation's illusions generate wonder and are also put in the service of narrative effects. This class will explore this relationship between animation and literary genres by asking how they mutually constitute, constrain, and give shape to one another while analyzing the source material and cinematic versions of industry films like *Coraline*, *Alice in Wonderland*, and *Doctor Strange* as well as artisanal films like *Persepolis* and the work of Lewis Klahr. Studying these alongside the history and language of animation, we will attend to the intersection between material form and aesthetic experience as animated movement changes with the incorporation of CGI and digital effects. This course satisfies the GEP Visual and Performing Arts requirement or the College of Humanities and Social Sciences Literature II requirement and the GEP Global Knowledge requirement.

#### ENG (COM) 395 – Studies in Rhetoric and Digital Media: Designing Interactive Stories with Ren'Py, Dr. David Rieder

Students in this course will learn how to write and publish an interactive story or narrative using the popular, free, open source 'engine' called Ren'Py. Ren'Py is a Python-based 'visual novel game engine.' It has a devoted international following and is well supported. It is a platform well suited for beginners and more experienced content creators to learn how to develop interactive content in a technical environment without feeling overwhelmed. The instructor will provide both the technical training in Ren'Py's Python-based API as well as hypertext and multimodal theory, on which the class will draw to understand how to design 'branch-based,' interactive narratives and stories. An instructor-generated video providing an overview of the course is available at [https://youtu.be/xMJuw\\_M4Nts](https://youtu.be/xMJuw_M4Nts). This course satisfies a GEP Humanities requirement.

#### HI 253 – Early American History, Dr Craig Friend

This course covers themes in early American history with an emphasis on diversity in the U.S. We will attend to the colonial clash and mix of cultures, the generation of an American consciousness, federalism and democracy in national politics, expansion and immigration, and racial and sectional division. This course will focus on questions related to four key topics: 1) the development of an

American Self and the resultant Othering; 2) the symbiotic relationship of enslavement to freedom; 3) the incorporation of immigrants into the concept of whiteness; and 4) the evolution of gender and sexuality in American culture. In lieu of a textbook, students will become immersed in reading, analyzing, and critiquing journal articles; and they will work in primary sources as both foundations for and critiques of secondary analyses. Students will learn how to employ evidence, both the type provided in original documents and that which evolves from scholars' analyses. This course satisfies a GEP Humanities requirement and the GEP US Diversity requirement.

#### HUMU/IPUS 295 – Black Culture Through Sports, Dr Stephen C. Ferguson, II

This course uses the history of American sport, as viewed through multiple perspectives, to examine political, economic, social, and cultural questions relating to the history of ideas and contexts concerning equality, citizenship, ethics, culture, identity, and commercialization. Themes include the tensions between amateurism and professionalism, the relationship between American sport and notions of nationalism and foreign policy, the intersection of sport and race, class, gender, and sexuality, and debates concerning the parameters of fair play and competition. Students will hone critical thinking and communication skills by examining an aspect of American life too often omitted from academic discourse. If taken as HUMU 295, the course will satisfy a GEP Humanities requirement as well as the GEP US Diversity requirement. If taken as IPUS 295, the course will satisfy a GEP Interdisciplinary Perspectives requirements as well as the GEP US Diversity requirement. *Note – when searching for HUMU 295 or IPUS 295 in the Enrollment Wizard, use the course subjects, “GEP-HUMU.” or “GEP-IPUS.”*

#### PA 498 – Special Topics in Public Administration: Data Science for the Social Sciences in R, Dr Jeffrey Diebold

Do you think of yourself as someone who is not a “math person”? This course will challenge you to reconsider that idea. This course is designed to be an accessible data science class for students in the social sciences. Students will learn the how and the why of statistical analysis using an applied approach and an in-depth and hands-on exploration of one of the most prominent (and free!) statistical software programs available. The course will introduce students to the statistics and statistical procedures most commonly employed in policy analysis as well as the statistical software used to implement them using R, a popular, command-based software package. Students will learn to find publicly available data to answer policy-relevant questions, to clean and process the data they find, produce visualizations and data summaries, conduct basic statistical analyses, and to display and write up the results. This course will prepare students for advanced study of public and policy problems as well as provide a springboard into Data Analytics programs such as the program in the Department of Public Administration.

#### PHI 205 Introduction to Philosophy – Dr Catherine Driscoll

One of the main aims of Philosophy is to use a rigorous, logical approach to understand some of the big questions of “Life, the Universe and Everything”. In this course we will see how philosophers have applied their logical tools to inquire about the existence of God, the nature and content of morality, justice, science, human minds and the very existence of a real external world. We will learn how

arguments work, how they should be evaluated, and how they have been used by real philosophers to answer each of these “big questions”. This course fulfills a GEP Humanities and/or the College of Humanities and Social Sciences Philosophy requirement.

#### PHI 221 Contemporary Moral Issues – Dr Sanem Soyarslan

This course is intended to enable students to apply ethical analysis and theory to a broad range of contemporary moral issues, including euthanasia, suicide, capital punishment, abortion, famine relief, animal rights, and environmental concerns. Students can expect to gain not only training in the concepts and main theoretical approaches of moral philosophy, but also critical thinking skills needed for assessing morally difficult questions that we routinely face in our world today. The course will include a mixture of lectures, documentary viewings, and lively class debates and discussions. This course fulfills a GEP Humanities and/or the College of Humanities and Social Sciences Philosophy requirement.

#### REL 210 – Religious Traditions of the World, Dr Levi McLaughlin

This course provides a sweeping overview of major Eastern and Western religious traditions with attention to their teachings and practices as well as to the historical, geographical, social, and political settings in which they have arisen and developed. It pays particular attention to the lives of ordinary religious practitioners in contemporary society through three case studies: religion in the context of disaster, religion and contemporary world politics, and religion in the Raleigh area—two case studies that we will take up in class, and a final case study students will carry out with attention to the community. These case studies make lived experience the primary context within which to interpret doctrines, institutions, practices, and dispositions within influential faith traditions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and others. By gaining an appreciation for how these traditions emerged historically and how they take shape in our world today, we will learn about what religion is and how it works. This course fulfills a GEP Humanities or the College of Humanities and Social Sciences Arts & Letters requirement as well as the GEP Global Knowledge requirement.

#### SOC 295/SSUS 295 – Special Topics in Sociology: Growing Up in an Unequal Society, Dr Martha Crowley

What are the sources and nature of race, class and gender inequality among youth? How do these inequalities manifest within culture, families, schools, neighborhoods and communities? How do young people navigate the challenges they face? And what are the implications of inequality for young people’s adult lives? We will answer these questions by examining how race, class and gender inequalities influence young people’s circumstances, values, beliefs, behavior, interactions, educational opportunities, and who they will ultimately become. Topics include (1) How media, interactions, peer pressure and bullying influence young people’s feelings about gender and sexual orientation (2) Structural and historical sources of poverty, inequality, and residential segregation (3) How family and neighborhood conditions influence how kids feel, think and behave (4) How race and class influence kids’ access to good schools, their placement in advanced courses, their interactions with teachers, and their educational performance (5) Sources and lasting implications of race, gender and class inequality in school discipline and policing. An instructor-generated video providing an overview of the course is

available at [go.ncsu.edu/growingup](http://go.ncsu.edu/growingup). If taken as SOC 295, the course can satisfy three of the hours of Social Sciences required by the College of Humanities of Social Science that go beyond the six hours of GEP Social Sciences, but it would not count as a GEP Social Science under that listing. If taken as SSUS 295, the course will satisfy both a GEP Social Sciences requirement as well as the GEP US Diversity requirement, but only if students enroll in the course as SSUS 295. *Note – when searching for SSUS 295 in the Enrollment Wizard, use the course subject, “GEP-SSUS.”*

#### SOC 295/SSUS 295 – Special Topics in Sociology: Race & Criminal (In)Justice, Dr Stacy DeCoster

The criminal justice system serves as a fundamental mechanism through which racial and economic inequality are reproduced in society. This course will provide an in-depth analysis of the political and social origins and consequences of racial disparities in interactions with the police, arrest decisions, sentencing (including death sentences), and incarceration. The U.S. has the highest incarceration rate in the world, and systemic racial disparities at every stage of the legal system mean that the brunt of our mass incarceration experiment is carried by Black and Brown citizens and communities, particularly those that are impoverished. Students in the course will learn to read and comprehend academic theory and research on race and criminal (in)justice, integrate what they learn in the classroom with what they learn and hear outside the classroom, and engage effectively with a variety of perspectives on race and criminal (in)justice. If taken as SOC 295, the course can satisfy three of the hours of Social Sciences required by the College of Humanities of Social Science that go beyond the six hours of GEP Social Sciences, but it would not count as a GEP Social Science under that listing. If the course is taken as SSUS 295, the course will satisfy both a GEP Social Sciences requirement as well as the GEP US Diversity requirement, but only if students enroll in the course as SSUS 295. *Note – when searching for SSUS 295 in the Enrollment Wizard, use the course subject, “GEP-SSUS.”*

#### SW 260 - Intro to Gerontology: An interdisciplinary field practice, Dr Karen Bullock

This integrative seminar is an introduction to gerontology as an interdisciplinary field of practice. It helps students understand the demographics and trends among older adults in the United States, in order to provide a context for practice. Students explore characteristics of diverse aging populations, trends and projections, myths and realities of aging, based on current data and scholarly reports. The course addresses cultural issues and family dynamics, emotional, psychological and physiological changes in aging, theoretical and conceptual approaches to address disparities. Case studies, media technology, group exercises and assigned readings will enrich the classroom discussions. Knowledge gained in the classroom about contemporary issues including health (mental health) and nutrition, financial and social sustainability, elder law (policy), caregiving, end-of-life care, bereavement and loss will be expounded through community engagement assignments and experiential/service learning. The course satisfies a GEP Interdisciplinary Perspectives requirements as well as the GEP US Diversity requirement.

## **Maymester 2021 Graduate Courses**

### **ANT 571 – Understanding Latino Migration, Dr. Nora Haenn**

This course seeks to provide students the knowledge and skills to navigate today's migration debates. The course does so by communicating research that explains the histories behind today's migration from El Salvador, Guatemala, Honduras, and Mexico; the drivers behind current migration patterns; how families, communities, and policy-makers respond to migration in ways that can keep the process going; distinctions between labor migration and refugees; as well as the way public safety, family separation, poverty and other factors interact in migratory settings. Student's analytical skills will be honed in the transformation of this material into proposals, presentations, and a final project which argue for students' own analytical standpoints.

### **MLS 501 – Seminar in Liberal Studies: “Food for Thought”, Dr Michael Garval**

This interdisciplinary seminar focuses on the vital, rapidly-evolving, and highly interdisciplinary field of food studies. It takes students from the French foundations of modern gastronomy (the invention of the restaurant, start of modern food writing, rise of the celebrity chef, etc.), to the fascinating paradoxes of food production, consumption, and appreciation, with special attention to the ecological and social justice dimensions of our increasingly globalized and industrialized food supply. Classroom sessions are complemented by guest speakers, tastings, and site visits (farms, markets, bakeries, etc.). In order to accommodate our students, most of whom are busy working professionals in the local community, the course schedule will be concentrated on weekends.

### **PA 598 – Data Science for the Social Sciences in R, Dr Jeffrey Diebold**

Do you think of yourself as someone who is not a “math person”? This course will challenge you to reconsider that idea. This course is designed to be an accessible data science class for students in the social sciences. Students will learn the how and the why of statistical analysis using an applied approach and an in-depth and hands-on exploration of one of the most prominent (and free!) statistical software programs available. The course will introduce students to the statistics and statistical procedures most commonly employed in policy analysis as well as the statistical software used to implement them using R, a popular, command-based software package. Students will learn to find publicly available data to answer policy-relevant questions, to clean and process the data they find, produce visualizations and data summaries, conduct basic statistical analyses, and to display and write up the results. This course will prepare students for advanced study of public and policy problems as well as provide a springboard into Data Analytics programs such as the program in the Department of Public Administration.