

Curriculum Vitae

HARDY FREDRICKSMEYER

Full Teaching Professor and Chair of H&SS Committee, CEAS
Herbst Program for Engineering, Ethics & Society
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EDUCATION

Ph.D., University of Texas Austin and the Freie Universität Berlin, 1996. Classics. Concentrations: Classical Philology – the study of Ancient Greek, Latin, and Proto-Indo-European through comparative linguistics. Archaic Greek Epic (Homer and Hesiod) and Greek Tragedy. Dissertation: The Many Faces of Helen. An analysis of the bifurcated treatment of Helen (of Troy) as victim or adulteress starting with Homer and as seen in Greek rhetorical texts and tragedy.

M.A., University of Texas Austin, 1989. Ancient Greek

M.A., Columbia University, 1987. Modern History
Concentration: the Weimer Republic

Georgetown University Law School, 1982-83.

Completed the first year, switched to graduate studies in Modern History at Columbia University.

B.A., University of Colorado Boulder, and the University of Wisconsin Madison, 1981, Latin

TEACHING

Full Teaching Professor, Herbst Program for Engineering, Ethics & Society, CU Boulder. 2008-present

Senior Instructor, Program for Writing and Rhetoric, CU Boulder. 2002-2008

Senior Adjunct Instructor, 2002-2008

Farrand Residential Academic Program, CU Boulder.

Classics, CU Boulder.

Instructor, University Writing Program, CU Boulder. 1999-2002

Preparatory School Teacher, Ancient Greek and Latin, Ravenscroft Preparatory School, Raleigh, NC. 1996-1999

Graduate Lecturer-Teacher of Record, University of Texas Austin (for classes ranging in size from 15 students (Latin) to 250 (Scientific and Medical Terminology), 1994-1996

TEACHING AWARDS

Sullivan-Carlson Innovation in Teaching Award, 2018. Given annually to one instructor in CEAS.

Teacher of the Year, Program for Writing and Rhetoric, 2008. Out of 70 faculty.

Marinus G. Smith Teaching Award, 2005. One of nine annually awarded at CU Boulder.

Three Residence Life Teaching Awards (Farrand RAP), 2002-2005.

Teacher of the Year (Farrand RAP), 2003. Out of 20 faculty.

CURRICULUM DEVELOPMENT AND COURSES TAUGHT (IN CHRONOLOGICAL ORDER)

I HAVE DEVELOPED AND TAUGHT THE FOLLOWING **TWELVE DISTINCT COURSES ENTIRELY FROM SCRATCH**. THIS INCLUDED SELECTING TEXTS, DEVELOPING SYLLABI, CREATING DAILY HANDOUTS WITH DISCUSSION QUESTIONS, CREATING DAILY LECTURE OUTLINES (FOR LARGE LECTURE COURSES ONLY), ETC.

ENES 1010: The Human Quest

In little more than the first half of the 20th century, we progressed from horse and buggy to landing on the moon. In the years that followed, we developed computing and information technologies whose exponential growth led to even faster change. Technology is advancing at an unparalleled rate. Now more than ever, it is imperative to ask: What does it mean to be human in an increasingly technological age? This course considers this question from multiple angles, as it juxtaposes ancient and modern thinking through such disciplines as anthropology, biology, history, mythology, psychology, religion, engineering, ethics, and society.

ENES 3100: A Critical Inquiry into Humanism, Truth & Beauty

Through some of the greatest works of literature and film, this course makes a critical inquiry into humanism, truth, and beauty. Are these phenomena a matter of opinion or something more objective and universal? By equipping students with tools to make an argument for objective truth and beauty, this course hopes to provide a partial antidote to the cynicism an increasing number of engineering students feel, as I have come to understand, in the face of recent politics and world events. (ENES 3100 is the capstone course of Herbst. Faculty share about 75% of the readings at the intersection of engineering, ethics, and society. At the same time, each faculty chooses about 25% of the readings, organizes the material differently, and puts her/his own stamp on the course. Thus, my version of the course is unique.)

3350: Gods, Heroes, and Engineers

This course surveys how the ancient Greeks laid the foundations for the western quest for excellence. It starts with the establishment of the Olympic games over two and half millennia ago, addresses the ancient Greek scientific revolution that predicted the solar eclipse of 585 B.C., posited the existence of atoms, and established the foundations of mathematics and mechanical engineering. Along the way, the course makes connections with such aspects of the modern world as the Copernican revolution that arguably continues to this day with cosmology and quantum physics. This course has included visits from such real-life heroes as UCMC Col. Dick Rosser, one of the most highly decorated Marine helicopter pilots in Vietnam (840 combat and rescue missions) and NASA and CU Aerospace's own Joe Tanner, who helped to fix the Hubble Space Telescope and construct the ISS.

HUEN 3843: The Western Quest for Excellence: From Achilles to the Apollo Landings (revised as HUEN 3350)

FYSM: Heroism – Troy to Afghanistan

This course takes an in-depth and sustained look at female and male heroes in fiction and nonfiction, from antiquity to the age of artificial intelligence and genetic engineering, from Homer's epic poem of war, Iliad, to World War II, to the recent film Blade Runner 2049. We will consider heroism as an evolutionary process at the levels of sociology, biology, psychology, religion, mythology, and ethics.

FARR 1100: Greek Mythology (discussion-based seminar revised from large lecture course – see CLAS 1100)

FARR 1115: Masterpieces of Greek Literature (discussion-based seminar revised from large lecture course – see CLAS 1115)

CLAS 1100: Greek Mythology (approx. 300 students and four TAs)

One quality shared by all Greek myths is that they cut to the chase of what it means to be human and, in the process, ask questions fundamental to pursuing a life worth living. Greek myths also tend to highlight binary opposites into which humans tend to divide our world. Myths then mediate between these opposites in ways that have relevance to this day. For example, Pygmalion creates a statue so life-like that she metamorphoses into an animate being who brings both joy and suffering to Pygmalion. This myth thus mediates between humans and AI and, in doing so, serves as a cautionary tale for the modern world. We will study this and other myths through literature and film.

CLAS 1115: Masterpieces of Greek Literature (approx. 100 students with two TAs)

This class revolves around some of the world's most enduring literature. This includes Oedipus Rex that tells of a man's investigation into his own crimes of murder and incest. Lysistrata imagines sex-crazed women throughout the Greek world waging a sex strike to end the Peloponnesian War. The Odyssey has its hero use cunning and brutality to defeat supernatural and human enemies during his journeys through apocalyptic worlds abroad and at home.

CLAS 1051: World of the Ancient Greeks (= HIST 1051)

A variety of works will help us shed light on the complex world of the ancient Greeks. These works include Thucydides' history of the rise and fall of classical Athens, The Peloponnesian Wars, lyric poems about sex, wine and music, and Plato's Republic that has influenced western politics and perceptions of reality for the last two and half millennia.

CLAS 3123: Intermediate Classical Greek

This class involves the translation from classical Greek into English of three works recognized as among the most enjoyable in the western literary canon, and among the most influential in the history of literature and ideas: Homer's *Odyssey*, Herodotus' *Histories* (or *Persian Wars*), and *The Gospel of John*. These three works represent three different dialects of Greek, whose connections we will nevertheless come to appreciate using comparative linguistics and Kaegi's *Greek Grammar*.

CLAS 4120/5120: Greek and Roman Tragedy

This upper division/graduate level course studies Greek and Roman tragedy and the ancient theater as a transgressive space. Audiences witnessed the most antisocial behaviors imaginable, from infanticide to incest and cannibalism. As such, the ancient theater temporarily "released" the audience from societal norms. At the same time, by allowing the audience vicariously to experience such behaviors, the theater provided a "binding" experience: cleansed of their darker, antisocial instincts, audiences could re-enter the world as social beings. Along with the tragedies themselves, we will consider the preceding and other socio-psychological theories.

UWRP/WRTG 3020: Heroism: Troy to Vietnam

This is a writing course with thesis-driven seminar papers on timeless questions raised by works ranging from Homer's *Iliad*, Jonathan Shay's *Achilles in Vietnam*, E.B. Sledge's *With the Old Breed: At Peleliu and Okinawa*, and Lt. Colonel Dave Grossman's *On Killing*.

UWRP/WRTG 3020: Oedipus the King and Freud

Sigmund Freud and Carl Jung agreed that *Oedipus the King* digs deeper into the human psyche than psychotherapy. This course involves analytical essays and presentations on Sophocles' most famous play, as viewed through the lens of "depth-psychology" and Jungian archetypes.

PWR/WRTG 3030: Writing on Science and Society

Through selected reading and writing assignments, students consider ethical and social ramifications of science policy and practice. Focuses on critical thinking, analytical writing, and oral presentation. Taught as a writing workshop, the course addresses communication with professional and non-technical audiences.

PROFESSIONAL SERVICE

UNIT COMMITTEES

I have served as Chair or a member of numerous Unit committees, including Curriculum, New Instructor Searches, Adjunct and Junior Faculty Mentoring and Review, Personnel, etc. Some committees involve relatively few hours in a semester, others involve dozens of hours. Search Committees, for example, involve 15-20 hours per semi-finalist: formulating job description(s), Hire Vue videos, Zoom interviews, on-campus interviews, class observations, papers delivered to the faculty, lunches, and dinners. (Other time-consuming committees identified below.)

COLLEGE COMMITTEES

CHAIR OF THE HUMANITIES AND SOCIAL SCIENCES COMMITTEE. 2020-PRESENT

In consultation with Mary Steiner, the UEC, and the H&SS Committee, for the past two and a half years **I have played a key role in evaluating and maintaining the content and rigor of new H&SS courses accepted by the College**. As Chair, I am responsible for leading the H&SS Committee's evaluation. To do so, I initially screen courses, compare syllabi, evaluate textbooks, explore course content, speak with relevant faculty, engage with CU and WCU faculty (who are in partnership with CU) as they bring forth proposed courses, frame the course for the committee to evaluate, synthesize the committee's thoughts and report them to the UEC.

I bear primary responsibility for determining what Study Abroad and transfer courses get accepted for H&SS and writing credits in the College.

I also help to oversee the writing requirement in the College. Even the best first-year engineering students have underdeveloped critical writing skills. In my own courses, I can sharpen these skills in engineering students. (Please see the last section of my Teaching Statement on writing.) As Chair of the H&SS Committee, though, I am part of a team that ensures every student in CEAS meets the College's writing requirement. Since that requirement incorporates both writing and critical thinking—skills vital to the engineering profession—we make CEAS students better engineers.

My service as Chair of the H&SS committee averages over ***50* hours per semester**.

FACULTY ADVISOR FOR THE ENGINEERING EXCELLENCE FUND. 2021

This position for the EEF with an annual budget of \$500,000 required weekly 2-hour meetings for a total of approx. ***30* hours per semester**. I was asked to serve on the committee as result of letters from students (see above) and an interview.

CEAS WELLNESS COMMITTEE. 2021

An issue of pressing concern for the entire nation is the high rate of suicide among young people. In response to this crisis, CEAS and the Herbst Program jointly sponsored a series of Wellness Seminars. I moderated three hour-long seminars on Emil Durkheim's seminal work *Suicide: A Study in Sociology* (1897). Durkheim's work provides perspective on the increasing anxiety and depression among American college students, as we enter the "fourth great industrial revolution." Attendance, readings, and preparation for my three seminars approximated ***25* hours**.

UNIVERSITY COMMITTEE

BFA General Assembly and Bylaws Committee. While serving on the BFA Bylaws Committee, I helped to enact changes that substantially improved the working conditions and benefits of non-tenured faculty.

OUTREACH FOR UNIT, COLLEGE, AND UNIVERSITY CHAIR OF THE OUTREACH COMMITTEE 2013-PRESENT

This is a service for my Unit, but I list it as a distinct category because its impact extends to the Unit, College, University, and community. Activities associated with this position include the following.

Organizing and Leading the Herbst Lunchtime Seminars for Engineering Faculty and Staff. 2011-present

Part of my outreach includes organizing and leading the Herbst Lunchtime Seminars for Engineering Faculty and Staff. I helped to initiate these hour-long seminars, organized them for the first three years starting in 2011, attended virtually every seminar of the dozens of seminars held by my colleagues. (I have no exact number on these, but they certainly exceed

***50* hours** in total). I have led ***67* hours** of my own. These seminars attract members of CEAS and A&S—faculty, staff, and administration—and of the larger Boulder community. The topics of my seminars have varied from "Love Poetry, Gothic Cathedrals, and Artificial Intelligence" to "Homer's *Odyssey* and PTSD," and they have attracted experts in fields ranging from neuroscience to linguistics. I have conducted a series of seminars for up to an entire semester. Most faculty conduct fewer seminars and conduct them with little preparation, but I feel strongly that I must deliver my best in these events, precisely because they are outreach. I invest 1-1.5 hours before each individual seminar - approximately ***90* hours** in addition to the 117 hours listed above - to ensure that each discussion is as lively as possible and that every participant feels fully engaged in an intellectual partnership with members of Herbst, the College, the University, and our community.

In sum, my involvement so far with the Herbst Lunchtime Seminars totals over *200* hours.

PUBLIC TALKS

These serve as outreach to the community and allow me the opportunity in my opening remarks to highlight CEAS's comprehensive approach to the education of its engineers and the role played by the Herbst Program for Engineering, Ethics & Society within in the college.

"Blade Runner 2049. Escaping Plato's Cave," Boulder Public Library (BPL). The first talk in the newly established Cinemouth Film Series at Canyon Theater, Boulder Public Library. 2018.

"Odysseus and the Cyclops: Cannibalism and the Unflinching Truth about a Violent Hero," as part of the Mary McClanahan Lecture Series, Canyon Theater, Boulder Public Library. 2013.

Symposium on the Unseen Costs of War, CU Boulder. 2002. (This occurred while I was a member of PWR.) I provided the introductory remarks and supervised one of the panel sessions, titled "Combat Stress and PTSD." The Symposium was covered in local and national media and included a panel of upper-echelon military officers.

I dedicated approximately ***100* hours** to the composition of the two preceding BPL talks. This high number of hours resulted from the difficulty (for me at least) of conveying complex ideas for 90 minutes to an audience unfamiliar with philosophy of mind. I dedicated approximately ***30* hours** to helping to organize and speak at the Symposium.

OUTREACH AND VISION FOR THE FUTURE

As Chair of the Outreach Committee, I have met with colleagues and spoken with our Chair to promote the creation of a **series of videos along the model of TED Talks that reach millions of people. The talks would focus on engineering, ethics, and society, and in particular their relation to philosophy of mind.** The construction at Will Vill of a professional recording studio to be completed before next fall should help to make the production of professional-level videos a reality.

CURRENCY IN FIELD

Since joining CU Boulder, **I have researched and published only on subject matter I use in my classes. My research and publications have informed, and been informed by, class discussions. This focus of my**

research is readily apparent in my Syllabi, which include articles or abstracts I have published, and subject matter on which I have presented at conferences. As of February 2023, my articles have been cited in 25 publications.

PEER-REVIEWED ARTICLES/PUBLISHED ABSTRACTS/PROFESSIONAL TALKS (IN CHRONOLOGICAL ORDER)

“Odysseus and the Cyclops: Cannibalism and the Unflinching Truth about a Violent Hero.” This was a heavily revised and more scholarly version of a public talk I gave in 2013. I was invited to give this talk as part of a lecture series hosted by the Research Center for Anatolian Studies at Koç University, Istanbul. 2023.

“Penelope’s Apparent Violation of Female Aretē in Homer’s *Odyssey*.” Interdisciplinary Symposium on Arete. Sicily, Italy. 2022 (canceled due to Covid)

“*Oedipus the King* and *Memento* Meet the Sophists Halfway” (revised from 2013 talk). Classical Association of the Midwest and South. Abstracts of the Annual Meeting. 2015

“*Oedipus the King* and *Memento* Meet the Sophists Halfway.” American Philological Association. Abstracts of the Annual Meeting. 2013

“*Oedipus the King*, *Memento*, and the Sophists: a ‘Pragmatics’ Reading.” Classical Association of the Midwest and South. Abstracts of the Annual Meeting. 2012

“*Black Orpheus*, Myth and Ritual: A Morphological Reading.” *International Journal of the Classical Tradition*. 13.4 (2007) 137-61

“*Oedipus Noir*.” Rocky Mountain Modern Language Association. Abstracts of the Annual Meeting. 2006

Black Orpheus Revisited: A Morphological Interpretation.” Rocky Mountain Modern Language Association. Abstracts of the Annual Meeting. 2004

Refereed an article for the *Classical Journal*. “The Identity of the Goddess in Alcman’s Louvre Partheneion (PMG 1).” 2003

“A ‘Diachronic’ Reading of Sappho Fr. 16 LP.” *Transactions of the American Philological Association* 131 (2001) 75-86

“Sappho Fr. 16 LP,” American Philological Association. Abstracts of the Annual Meeting. 998

“Penelope Polutropos: the Crux at *Odyssey* 23.218-24.” *American Journal of Philology* 118 (1997) 487-97

“An Observation on the Programmatic Satires of Juvenal, Horace and Persius.” *Latomus. Revue d’Études Latines* 49 (1990) 792-800

SELECT FELLOWSHIPS

The following Fellowships included tuition and housing.

University of Texas Austin

Seven of nine years of graduate school, then Instructorships as Teacher of Record for classes ranging from 15 students (Latin)-250 (**Medical and Scientific Terminology**).

Freie Universität Berlin - DAAD (Deutsche Akademische Austausch Dienst)

All graduate-level Ancient Greek and Latin translation courses and seminar papers in German.

Columbia University