

## Curriculum Vitae

### HARDY FREDRICKSMEYER

Teaching Associate Professor and Chair of H&SS Committee, CEAS  
Herbst Program for Engineering, Ethics & Society  
College of Engineering and Applied Science  
University of Colorado Boulder  
Boulder, CO 80309-0422  
[fredrice@colorado.edu](mailto:fredrice@colorado.edu)  
720.378.1262

### EDUCATION

**Ph.D., University of Texas Austin, and the Freie Universität Berlin, 1996.** Classics.  
Concentration: Classical Philology – the study of Ancient Greek, Latin, and Proto-Indo-European through comparative linguistics.

**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, Latin. 1981**

### EMPLOYMENT

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

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

Senior Instructor Adjunct, 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.

### 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.** My courses draw mostly on translations. To choose the translations closest in meaning to the original texts, I draw on my knowledge of the five primary languages of classical scholarship: Latin, Ancient Greek, German, French, and Italian. I determine the order in which to read these translations and the themes by which to connect them. For every seminar and lecture, I create a handout with discussion questions. These questions are not an end in themselves but rather serve as a point of departure for discussion. For every lecture in large lecture courses, in addition to discussion questions I provide the students with an outline of the lecture (typically 2-3 pages in length). They can then use these discussion questions and outlines to

prepare for quizzes and exams (also developed from scratch). At my students' request, I developed Herbst and FYSM Canvas courses. To compensate for the segmented format of Canvas, I created Thematic and Chronological Course Outlines. All these materials combined amount to more than a thousand pages, examples of which are included in my dossier.

### **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 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.)

### **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.

### **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. The course also includes - as examples of real-life heroes in the flesh - visits from UCMC Col. Dick Rosser, one of the most highly decorated Marine helicopter pilots in Vietnam (840 combat 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 1115 (discussion-based seminar revised from large lecture course – see CLAS 1115)**

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

### **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 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 these and other related socio-psychological theories.

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

This class revolves around some of the world's most entertaining 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 a hellish, almost apocalyptic world abroad and at home.

### **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 we humans tend to divide our world. Myths then mediate between these opposites in ways that have relevance to this day. For example, the myth of Pygmalion mediates between humans and AI and, in doing so, serves as a cautionary tale for the modern world. Pygmalion creates a statue so

life-like that she metamorphoses into an animate being who brings both joy and suffering to Pygmalion. We will study this and other myths through literature and film.

### **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 through use of comparative linguistics and Kaegi's *Greek Grammar*.

### **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*, Lt. Colonel Freud said that Oedipus the King digs deeper into the human psyche than does psychotherapy. This is a writing course that revolves around questions raised by viewing Sophocles' famous play through the lens of "depth-psychology." In the process, it focuses on critical thinking, analytical writing, and oral presentation.

### **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.

Dave Grossman's *On Killing*, Johnathan Shay's *Achilles in Vietnam*, and Terrence Mallick's film *The Thin Red Line*.

### **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.

## **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.

## **PROFESSIONAL SERVICE**

### **COLLEGE COMMITTEES**

#### **Chair of the Humanities and Social Sciences Committee. 2020-present.**

In frequent consultation with the Associate Dean of Students, Mary Steiner, and the UEC, **I bear chief responsibility in the entire college of engineering for evaluating and maintaining the rigor of new H&SS and writing courses accepted by CEAS.** I am the person responsible for determining what Study Abroad and transfer courses get accepted for H&SS and writing credits. Moreover, for new CEAS and A&S courses at CU, I determine which to recommend for approval or rejection to the H&SS committee and which to submit to UEC for their consideration. **As Chair of the H&SS Committee, though, I help maintain the standards that affect students beyond my own classroom: I ensure that 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—I feel that here, too, I help make CEAS students better engineers. Approx. 50 hours per semester.

#### **Faculty Advisor for the Engineering Excellence Fund (one of two faculty advisors) 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. After my term expired, I served for an additional semester, because no engineering faculty stepped up to serve.

#### **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 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."

## **OUTREACH FOR UNIT, COLLEGE, AND UNIVERSITY**

### **Chair of the Outreach Committee 2008-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.

### **Chair of the Herbst Lunchtime Seminars for Engineering Faculty and Staff. 2011-present**

As Chair of the Outreach Committee, for a majority (though not all) of its existence I have also chaired the Committee that oversees these seminars. (Teaching Associate Professor Andrea Kowalchuk has also chaired this committee.) These seminars represent **outreach to the College, University, and community**, because participants come from all three areas as well as Herbst. I have attended 26 series of seminars led by my colleagues and led eight of my own series. As Chair of this committee, my seminars have run longer than those of any of my colleagues, **up to every Wednesday for a full semester. My preparation per seminar is 1.5-2 hours. Thus, these seminars have required up to 100 hours of my time in a semester, along with other committee work.**

### **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 one of the talks, titled "Combat Stress and PTSD." The Symposium was covered in local and national media, and included a panel of upper-echelon military officers

## **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.

## **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 have involved dozens of hours in a semester. Search Committees, to provide one example, involve 15-20 hours per semi-finalists (formulating job description[s], Hire Vue videos, Zoom interviews, on-campus interviews, class observations, papers delivered to the faculty, lunches and dinners.

## **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)**

"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 2015 Annual Meeting)

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

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

“*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 2006 Annual Meeting)

*Black Orpheus* Revisited: A Morphological Interpretation,” Rocky Mountain Modern Language Association  
(Abstracts of the 2004 Annual Meeting)

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 1998 Annual Meeting)

“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**