

fall 2008

FIRST YEAR

S E M I N A R S

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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discover

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UNC
COLLEGE OF
ARTS & SCIENCES

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First Year Seminars

For Your Success!

How can you make the best transition to college and share the excitement of Carolina's intellectual life? Students and faculty agree: enroll in a First Year Seminar.

A Note from J. Steven Reznick

*Associate Dean, First Year Seminars
and Academic Experiences*



Carolina's First Year Seminar Program provides a unique academic opportunity within the broader curriculum. First Year Seminars have a target enrollment of twenty students, they are taught by the University's most distinguished researchers and most skillful teachers, and they address a topic that is on the frontier of scholarship or research. Thus, the seminars give first year students the opportunity to work together with faculty and classmates on a shared intellectual theme that exemplifies the exciting world of research and scholarship that awaits them at the frontiers of knowledge.

First Year Seminars are "regular courses" in the sense that they provide 3 credit hours and they meet General Education Requirements. Additionally, First Year Seminars emphasize hands-on participation, which may take the form of class discussion, but often entails active engagement through fieldwork, artistic performances, class trips, group presentations, or laboratory experiments. Because the seminars are intimate, they also help students refine their ability to speak and write clearly and persuasively. And, perhaps most important, First Year Seminars are designed to be lively and fun, encouraging students to engage in the excitement of intellectual discovery.

Interact with Faculty

Faculty share the First Year Seminar excitement. A First Year Seminar allows an instructor to focus on the cutting edge material that is directly tied to his or her own research, scholarship, or creative interests. Also, First Year Seminars have fewer students than do other undergraduate courses, which allows faculty to use interactive, creative, in-class activities and to go outside the classroom on field trips and class projects. Finally, many faculty members enjoy the freshness and naïveté that characterizes many first year students.

Students find many reasons to love their First Year Seminar. After years of more or less rudimentary secondary education, the opportunity to participate in a genuine intellectual, scientific, or creative experience is an invigorating breath of fresh air. The small class size and the creative in-class and out-of-class activities provide ample time to become acquainted with the instructor. For many students, their First Year Seminar instructor is the UNC faculty member who they know the best, with a personal or professional relationship that lasts long beyond the semester. Finally, the group activities and shared experiences are conducive to establishing relationships with peers, often leading to enduring friendships and camaraderie that lasts forever.



3D Animation with Computers —
Your Cinematic Debut, COMP 061

Plan Ahead

First Year Seminars are not required courses, yet they offer an exciting opportunity for high quality learning, and they open the door to active participation in intellectual life at UNC. Many students select a First Year Seminar by scanning the courses in this brochure to find one that is most directly relevant to their interests. This strategy has some advantages, but from some perspectives, it is a bit misguided. Given that most students major in the topic that they are most interested in, their path through the major will eventually include a wide array of advanced courses on that particular topic. From this perspective, the First Year Seminar is a snack drawn from the meal to come. An alternative strategy is to use the First Year Seminars as an opportunity to explore a topic that is totally new, unfamiliar, and highly unlikely to be included in subsequent semesters. From this alternative perspective, a First Year Seminar provides a unique opportunity for a humanist to get up close and personal with science, a scientist to explore the humanities, a history major to visit the world of mathematics, or a physicist to read some poetry. Not only does this experience expand the mind (and possibly, the career path), but also each First Year Seminar meets General Education requirements, and some students relish the opportunity to meet their most burdensome requirements in such a pleasant way.

My First Year Seminar provided me with an enriching small class environment in which conversations stirred my opinions nearly every day. Discussions led to arguments and agreements and we all learned more about ourselves and our new classmates by challenging and teaching each other.

— Fletcher G.

First Year Seminar registration is tricky business because with only 20 seats per class, the seminars fill up very quickly during registration. A student who attempts to register with only a single target First Year Seminar in mind has a high probability of coming up empty. A strategy that is more likely to be successful is to prepare a list of 5–10 seminars that would be of interest. Course evaluation feedback indicates that students have extremely positive experiences in First Year Seminars. From that perspective, any First Year Seminar is a better alternative than taking no First Year Seminar!

During registration at CTOPS, an effective strategy is to quickly run through the list of potential choices attempting to find an open seat. Late in the summer, when registration is available on Student Central, the list of potential choices can be examined daily. Indeed, Student Central has a screen that allows students to view all First Year Seminars that still have open seats. Finally, during Drop-Add, First Year Seminars can be added with permission of the instructor. First year students who do not take a First Year Seminar during the fall are encouraged to participate in a special First Year Seminar pre-registration for the spring.

For more information

Talk with your advisor at CTOPS this summer.

The academic advising office can be reached at (919) 966-5116.

Explore the First Year Seminars Program home page: www.unc.edu/fys

Contact the First Year Seminars office at (919) 843-7773 or fys@unc.edu

Contact Dean Reznick at (919) 962-9720 or Reznick@unc.edu.

fall 2008

FIRST YEAR SEMINAR COURSES

Please consult the on-line directory of classes for the most up-to-date information about course offerings and availability.

AFRICAN AMERICAN STUDIES

AFAM 050: Defining Blackness: National and International Approaches to African American Identity

Social & Behavioral Sciences/Other (SS); US Diversity (US)

Timothy McMillan

MWF 9-9:50

America is an increasingly multi-cultural and diverse nation. And yet, the central concepts of race and diversity are often poorly defined. Racial categories have been used in the United States from the earliest colonial times, but their meanings have changed with every generation. What makes a person black in the 21st century is increasingly complex and a subject of much debate. We will focus on the political implications of blackness and whiteness in the United States and the rest of the world. Position papers responding to films, readings, and blogs, class discussion, and a final project exploring race and society will be used to evaluate students' understanding of the meaning of blackness in the United States and the larger global community.

Timothy McMillan is an adjunct assistant professor in the Department of African and Afro-American studies. He received a Ph.D. in Anthropology from UNC-Chapel Hill in 1988. McMillan has taught Afro-American studies, African studies, and anthropology at UNC-Chapel Hill, at NC State, and at Humboldt State University. His research has included fieldwork in Kenya, Haiti, Salem, Mass, and Chapel Hill, North Carolina. In 2007 he won the Tanner Award for Excellence in Undergraduate Teaching. Tim McMillan is currently working on a book about Race and Remembrance at UNC and often conducts a "Black and Blue" tour of campus. On a personal note, although they have similar names, he is not related to Terry McMillan.

AFRICAN STUDIES

AFRI 050: Kings, Presidents and Generals: Africa's Bumpy Road to Democracy

Historical Analysis (HS); Communication Intensive (CI); Beyond the North Atlantic (BN)

Bereket H Selassie

TR, 11:00-12:15

This is a course designed to introduce first year students to Africa's modern history and politics. Starting with a brief, recent history of the continent, the course will focus on the variety of systems of government and the challenges facing them. Traditional institutions, juxtaposed with modern institutions, will be discussed with a special focus on the types of leadership involved in such institutions. A major part of the course will pose questions such as:

- What has been Africa's record in the march toward democracy?
- What are the obstacles to democratic transition and how have Africans tried to overcome such obstacles?
- What are the roles of the constitutional systems and the forms of government in advancing democracy?
- What is the role of leadership?
- What difference does the type of leadership (monarchy, republican, etc) make in the march toward democracy?

Professor Selassie is the William E. Leuchtenburg Professor of African Studies and Professor of Law at UNC, Chapel Hill. Having been previously engaged in government, law and diplomacy for over twenty years, Professor Selassie chose university teaching as a career. He has always

enjoyed teaching even when in government, and he has been engaged in fulltime teaching for twenty-nine years. While in government service he acted as Attorney General and Associate Supreme Court Justice of Ethiopia, among other positions. More recently he acted as the Chairman of the Constitutional Commission of Eritrea (1994-1997), and he has been a senior consultant on constitution drafting in Nigeria and Iraq, among countries.

My First Year Seminar was a great experience because it allowed me to work closely with a faculty member my first semester on campus. Also, the class size was small, so I made friends that I am still in contact with three years later.

—Teige W.

AMERICAN STUDIES

AMST 055H: Birth and Death in the United States

Communication Intensive (CI); North Atlantic World (NA); Philosophical and Moral Reasoning (PH); US Diversity (US)

Timothy Marr

MWF, 1:00AM-1:50PM

This course explores birth and death as essential human rites of passage defined by changing American historical and cultural contexts. Birth and death define life in ways that none of us can recall or relate with experiential authority, so examining them provides powerful insights into how culture mediates the construction of bodies and social identities. Birth and death, in contrast to much of America's history when they took part in the home, often happen in contemporary United States behind institutional conventions of professional practice and medical confidentiality. This seminar uses active interdisciplinary learning to expose the ways that various Americans have historically defined the meanings of these passages through different processes of cultural power. Readings and assignments are designed to provoke dynamic understandings of birth and death by examining the changing anthropological rituals, medical procedures, scientific technologies, religious

meanings, and ethical quandaries surrounding them. We will explore a variety of representations of birth and death in literary expression, film, material culture, and institutional practice.

Timothy Marr is an Associate Professor in the Department of American Studies. He also teaches courses on *Mating and Marriage*, *Cultural Memory*, *Captivity*, *Tobacco*, and *Herman Melville*. He is interested in the challenges of how to be an American in a rapidly unifying world, and how to create new stories that free us to act in ways more aligned with planetary thinking. He is the author of *The Cultural Roots of American Islamicism* (Cambridge 2006) about the place of Islam in early American global imaginings.

AMST 058: Cultures of Dissent: The American Indian Experience

North Atlantic World (NA); Historical Analysis (HS)

Tol Foster

MWF, 9:00AM-9:50AM

This course is a concentrated focus on the experience of American Indians as colonized people, with the understanding that they, both as individuals and as sovereign tribal governments, represent a unique challenge for a contractual democracy. At times, victories for American Indians in United States courts have meant greater freedom for other Americans, as with religious freedom; at other times, their legal status as “domestic dependent nations” has meant that they are uniquely beholden to a government not their own.

Through a number of weekly case studies, drawing heavily from legal documents, histories, documentaries, and critical scholarship – including guest speakers from North Carolina tribes and from the UNC academic community – this course will focus on three major areas that dramatize the distinct status of American Indians in the United States: the land, tribal sovereignty, and American Indian personhood. We will consider how it is that Indians came to “lose” the land. Utilizing North Carolina tribes, among others, we will trace how tribes are, and are not, like other governments, such that some can build casinos but none can build nuclear weapons, for example. We will also

consider the gradual emancipation of American Indian individuals from their status as enemies, wards of the state and objects of scientific study, de-tribalized and racially quantified citizens, and finally as dual citizens of the United States. In a number of assignments, both individual and group, students will create wikis on the internet that share their understanding of these issues with the larger world. No prior knowledge about American Indians is expected, but upon completion, students will gain a powerful new understanding of this country we all share.

Very much as new to the UNC community as his students, Tol Foster (Mvskoke Creek Nation, Oklahoma) is an Assistant Professor in the Curriculum in American Studies, where he has taught courses on American Culture and on American Indian literary studies. A recent graduate of the University of Wisconsin with a focus on American Indian Studies, Tol is returning to UNC from the University of Illinois, where he has been working on a book about the intersection of law, literature, culture, and race in Oklahoma. Tol is a great fan of barbecue, live music, and finding the humor in intricate discussions of legal theory.

ANTHROPOLOGY

ANTH 059: The Right to Childhood: Global Efforts and Challenges

Social & Behavioral Sciences/Other (SS); Communication Intensive (CI); Global Issues (GL)

Patricia Sawin

MWF, 10:00AM-10:50AM

Do children have special needs and rights distinct from those of adults? Currently there appears to be broad international agreement (expressed, for example, in the UN Convention on the Rights of the Child) that all children deserve family, identity, education, play, health care, and nutrition and should be protected from exploitation, sexual abuse, military service, and work that is hazardous or interferes with education. In wealthy countries, tremendous resources are devoted to the full development of children's capacities. Historically, however, in many societies including our own, children have not been accorded a special status and childhood may not even have been recognized as

a distinct stage of life. Today millions of children in fact work dangerous jobs, are deprived of education, are separated from their parents, and are even forced to be slaves, prostitutes, or soldiers. In this seminar we ask:

- On what grounds do we base our claims that children should have certain privileges and protections—psychological, developmental, conventional, sentimental?
- What are the forces that work against ensuring what we consider basic rights for all children—political, economic, cultural? Can we assure “human rights” (like adequate health care) for children when most governments only aim to provide “civil rights” (like voting)?
- To what extent does the current global economic system provide privileges for some by enforcing deprivation on others? How are we implicated and what can we do about it?
- What are the most effective ways in particular contexts of improving children's situation or healing them from past abuses? In what ways is international involvement helpful, in what ways counterproductive? Is there a global solution to this global problem?

Adopting a baby born outside the U.S. and parenting her three-year-old daughter has inspired Patricia Sawin to reframe her previous interests—in the power of socially-constructed categories and the pervasive effects of global economic integration—from a child's point of view. She studied at Yale, the University of Texas, and Indiana University, is an Associate Professor in the Departments of Anthropology and American Studies, and has done research in Appalachia, Cajun Louisiana, and Guatemala. She hopes that students from a wide variety of backgrounds and disciplinary interests will come together in this course to challenge each other and envision solutions.

ART

ART 059: Time, A Doorway to Visual Expression

Visual & Performing Arts (VP)

James Hirschfield

M, W, 11:00AM-1:50PM

Visual artists, not unlike writers, communicate through complex structures of elements and principles (e.g., form, space, line texture, color, light, rhythm, balance, and proportion.) Analyzing any one of these components will help illustrate the nuances of visual language. This course will explore one of the lesser considered, but most intriguing, visual components: the element of time. From subtle illusionary movement to clearly defined sequences of change, artists have manipulated this element to strengthen their work. This course will examine this enigmatic element of time through readings, films, lectures, videos and class discussion. However, this is an art class, so in addition to examining time through more traditional seminar methods, we will also spend much of our time expressing our ideas through the art making process. At the same time, this course presumes no previous art experience, and students will be able to carry out your projects through a variety of mediums.

Jim Hirschfield has been teaching art at UNC since 1988. He began thinking about the experience of time when he traveled through the deserts of the southwest in his VW Microbus. He still likes to travel, only now he usually travels as a part of his art. He has received a number of art commissions from cities across the country: From Anchorage, Alaska to Fort Lauderdale, Florida, and from Phoenix, Arizona to Providence, Rhode Island. He has also received numerous awards for his artwork, which he describes as the exploration of meditative and ethereal environments that expand our perceptions of time.



Music in Motion: American Popular Music and Dance, MUSC 058

ART 079: Meaning and the Visual Arts

Humanities & Fine Arts / Visual or Performing Arts (VP)

Mary Pardo

TR, 12:30PM-1:45PM (section 1)

TR, 2:00PM-3:15PM (section 2)

Can works of art from different times and places speak to us directly? What does it mean to take a work of art out of its original context and warehouse it in a museum? Is the art museum a mausoleum, or is it an enchanted castle in which other cultures come to life? Is the work of art's value something assigned to it by art "experts" and financiers? Or is it something that arises from our personal pleasure in beautiful things; or from our personal effort to find meaning in human creativity? How can our knowledge of history improve our understanding of art? This seminar will be concerned with these questions, and most especially with the role each of us can play as an informed art-viewer. In the course of the semester, students will learn to become art historians. We will undertake a series of viewing, and research and writing exercises, which will culminate in the production of an exhibition catalogue on world art, titled "In the Eye of the Beholder." Each student will sign personal contributions to the catalogue, and identify her or his intervention in the introductory essay.

When asked why she studies Italian art, Mary Pardo answers: "Because of Italian cooking"-though she admits the art is pretty amazing too. She is fascinated by all varieties of world art, ancient and modern-perhaps because she feels she grew up "multicultural" (part-Venezuelan, part-French). Prof. Pardo's specialty is Renaissance art theory, but she has also published work on Giotto, Leonardo da Vinci, and Titian.

ASIAN STUDIES

ASIA 056: Writing Women in Modern China

Beyond the North Atlantic (BN); Literary Arts (LA) [GC Non-Western/Comparative]

Robin Visser

TR, 2:00PM-3:15PM

In “liberating” China from its traditional cultural practices, Chairman Mao denounced the oppression of women by famously declaring that “women hold up half the sky.” One of the Communist Party’s achievements was its elevation of women. As China embraces a new market economy, however, women may be losing ground. This seminar compares the rhetoric of equality between the sexes presented by late Qing, May Fourth, and communist thinkers to perspectives by women writers. We examine how several generations of women reconciled themselves to – and resisted – the expectations of women under Confucianism, Communism, and Capitalism in the twentieth century.

Robin Visser (BS Engineering, University of Michigan; Ph.D. Chinese Literature, Columbia University) teaches modern Chinese language, literature, cinema, and urban studies. Since first living in China during the 1989 student movement, she has lived and conducted research in Shanghai, Beijing, Taipei, Hong Kong, and Nanning. Her forthcoming book analyzes cultural manifestations of China’s rapid urbanization in art, film, fiction and urban design. Her interest in women’s studies is inspired by her students, her experiences, and themes in Chinese literature. She is married to a Chinese artist and has three children.

ASIA 089 002: India through the Lens of Master Filmmakers

Visual and Performing Arts (VP); Communication Intensive (CI); Beyond the North Atlantic (BN);

Pamela Lothspeich

TR, 11:00-12:15

Many people know that India is famous for its extravagant Bollywood musicals with elaborate song-and-dance routines. But few know that there is also a tradition of great art films set in India! In this course students will have the opportunity

to experience some of these art films by master filmmakers including Satyajit Ray, Guru Dutt, Ismail Merchant/James Ivory, and Deepa Mehta. We will use film as an entry to explore important themes in South Asian culture and history over the past 200 years. At the same time, we will utilize film theory to enhance our ability to ‘read’ the text of films. Some of the themes to be discussed in the course include Gandhi’s nationalist movement, gender relations, Hindi-Urdu language debates, village life, the impact of modernity, and Hindu goddesses.

Pamela Lothspeich grew up in Fargo, but came to Carolina via Iowa, India, Seattle, New York, Chicago, Michigan, and California. Her Ph.D. is in Comparative Literature (Columbia University 2003), but she enjoys teaching courses about all manner of South Asian culture, as well as Hindi-Urdu language courses. When not teaching, she writes about the continuing appeal of India’s great epics in modern literature and theatrical productions. Her forthcoming book, Epic Nation: Retellings of the Mahabharata in the Age of Empire, explores the relationship between a vogue for Hindu classicism in Hindi literature and theatre, and the rise of Hindu nationalism in the decades leading up to independence. She is married and has three daughters and numerous chickens!

BIOLOGY

BIOL 053: Biotechnology: From Genetically Modified Foods to the Sequence of the Human Genome

Physical & Life Sciences (PL)

Jason Reed

TR, 2:00PM-3:15PM

This seminar first introduces the science – genetics, recombinant DNA, and cell biology – that underlies recent advances in biotechnology. We will learn how scientific discoveries are converted into biotechnological applications to agriculture, medicine, human genetics, and other areas. We will discuss and debate how these applications affect our world view and our society, at present and in the future. The course will include in-class presentations and debates on such topics as genetically engineered crop plants, gene therapy, stem cell therapy, and use of personal genetic information. We will also visit

labs and biotechnology companies to see examples of biotechnology being brought to fruition, and brainstorm about possible new biotechnological advances that may arise in the future.

Jason Reed grew up in the snow belt downwind of a great lake, and was trained at Yale, M.I.T., and the Salk Institute. At UNC since 1995, he studies how plants grow and reproduce.

CHEMISTRY

CHEM 070: You Don't Have to be a Rocket Scientist

Physical & Life Sciences (PL)

John Papanikolas

TR, 9:30-10:45

The underlying theme of this seminar is the development of the basic tools for extracting information from, or finding flaws in, news reports and popular science writing. Working in groups, students will examine the global energy problem, including its impact on the economy and relationship to the environment. Students will evaluate the potential for alternative energy sources, such as solar energy and biomass fuels to meet future needs and deliberate on the roles that scientists, government, and private industry will need to play in order to achieve a solution to this complicated but critical problem.

John Papanikolas received his B.A. from Bowdoin College and Ph.D. from the University of Colorado-Boulder. His research focuses on the characterization of complex chemical systems (e.g., nanoscale materials, inorganic coordination complexes, and interfacial environments) using femtosecond laser spectroscopy to explore the relationship between the structure and function of a material at a molecular level.

CLASSICS

CLAS 052: Happiness: For and Against

Communication Intensive (CI); World before 1750 (WB); Philosophical and Moral Reasoning (PH)

Brendan Boyle

MWF, 3:00-3:50

Who could be against happiness? Well, Kant was—at least on one reading of his ethical works. He was

against happiness because it, as an end, had to be subordinate to the self-legislating exercises of human reason. Aristotle, on the other hand, is the great champion of happiness—or, rather, he is the great champion of a concept, eudaimonia, often translated as happiness. What does it mean, then, to make self-legislation or happiness the guiding commitment of a human life? That is, what does it mean to be ‘for’ or ‘against’ happiness? Are there ways in which these commitments can be brought together? If so, how? If not, how does a life of Aristotelian eudaimonia differ from a life of Kantian self-legislation? What shapes do they take? What dangers threaten them? This seminar will explore these questions through a close engagement with a range of philosophical and literary texts and, just maybe, will come up with some tentative answers to the question “How should we live?”

Brendan Boyle joined the Classics department in 2007 after receiving a Ph.D. from the University of Chicago. He is interested in ancient political and ethical thought and its reception in German Idealism. Outside of the classroom, he is trying to become a triathlete, but has yet to make any progress swimming because he is too busy re-ordering his Netflix queue. He is also an active listener to Chapel Hill's very own WXYC, which is even better than his other two favorite radio stations, WPRB in Princeton, and WHPK in Chicago.

CLAS 054: Crime and Violence

Literary Arts (LA)

Werner Riess

TR, 8:00-9:15

Crime and violence are all too familiar aspects of modern Western societies. Movies like “Gladiator” or “The Passion of the Christ” suggest that Greek and Roman civilization were nothing but gory. In this course we will challenge this view and approach this topic from various perspectives. By reading sources in translation we will investigate what forms of violence were common. When did criminals resort to violence? What were the reasons for criminal behavior, and how did society react? By getting to a sound understanding of ancient crime and doing a cross-comparison, we will shed light

on violence in our society. The approach is basically historical, but since an interdisciplinary approach promises to yield more satisfying answers to many questions, we will also borrow from methods used in the field of anthropology. According to anthropological methodology we concentrate on the human condition: Why and under what circumstances do people become delinquent and what are the results to any given society? It is this anthropological approach that opens up antiquity and makes it fruitful for our own time.

Werner Riess joined the Department of Classics in 2004, coming from the University of Heidelberg, Germany, where he received his doctorate in Ancient History in 2000. His special areas are crime and violence in antiquity as well as Latin literature of the second century AD. Apart from being the busy father of a three-year old boy, Werner is a dedicated jogger, theater goer, and avid reader of German literature.

COMMUNICATION STUDIES

COMM 082: Globalizing Organizations

Communication Intensive (CI); Global Issues (GL); Social & Behavioral Science/Other (SS)

Sarah Dempsey

TR, 9:30PM-10:45PM

“Globalization” is both a hotly contested subject and a central part of contemporary life. In this course, we explore the communication issues that arise within international contexts. Through the analysis of readings and films, we will delve into the contentious debates surrounding globalization and

This year I taught my FYS for the sixth time. Every year I learn more about the subject and about teaching. The enthusiasm, insight, and creativity of the students is a continual source of inspiration for me. The opportunity to work with small groups of beginning students who are excited about the subject is very precious.

—Laurie McNeil, Physics

explore the ethical and social issues that arise within global forms of communicating and organizing.

The objectives of this course include increasing awareness and understanding of (1) multinational corporations and global labor flows, (2) international nongovernmental

organizations, (3) multilateral lending institutions such as the World Bank and the International Monetary fund, and (4) transnational advocacy networks and social movements. Course requirements include writing an essay based on participation in a globalized world and conducting an individual analysis paper to examine the communication dimensions and ethical impacts of a global organization.

Sarah Dempsey is an Assistant Professor in the Department of Communication Studies. She has taught courses on the topics of organizational communication, globalization, and communication and social change. Her research interests include the intersection of organizational discourse, knowledge, and power, processes of social change and advocacy, and problems of participation and communication within international contexts.

COMPUTER SCIENCE

COMP 051: Technology and Entrepreneurship: Propitious Partners

Communication Intensive (CI)

Diane Pozefsky

TR, 9:30AM-10:45AM

What does it take to launch a successful business? There are some things that have always and will always be needed: a good idea, a solid business plan, and good people to execute the idea. In the twenty-first century, however, there is another necessary dimension: technology. Advertising on the Internet is the most obvious use of technology, but there other aspects of technology that can also make or break a business. We will look at the fundamental technologies that are important to an entrepreneurial endeavor. Because we learn from studying what has already been done, we will study both successful and failed businesses, exploring the role that technology played or could have played. In support of this work, each student will do an in-depth study of such a company. The final project of the course will give students the opportunity to design a business or a non-profit activity that they would like to start and investigate how technology could help.

Diane Pozefsky received her Ph.D. in Computer Science

DRAM 083: Spectacle in the Theatre

Communication Intensive (CI); Visual and Performing Arts (VP)

Eric Ketchum

MWF, 12:00-12:50 PM

How does the theatrical designer use spectacle to help create a play or musical? The seminar examines the three major theatrical design areas, scenery, costumes and lighting, in a combination of presentational format and hands-on experience. It is intended as an overview for students who want to learn about design but who may prefer to act or direct, or (even) attend or study plays. Two plays (Sleuth by Anthony Shaffer and Macbeth by Shakespeare) will be carefully considered within the context of stage spectacle, that is to say for requirements concerning scenery, costumes and lighting. Careful historical research, close reading and analysis, text and source material, collaboration, and budget considerations will all be considered.

Eric Ketchum currently coordinates the technical and design aspects of the Department of Dramatic Art's undergraduate productions. He has served as Technical Director, Resident Designer and Instructor at the Marion County Center for the Arts in Ocala, Florida. His professional designs include scenery and lighting for the Marion County Center for the Arts' productions of Into the Woods and The Crucible, lighting for the Acrosstown Repertory Company's production of Julius Caesar and lighting for the Hippodrome State Theatre's production of The Big Bang. Mr. Ketchum received his MFA in Lighting Design and Technical Production at the University of Florida.

I took a FYS on the atomic theory, and I had no idea it was going to be as comprehensive as it was! We basically covered the history of great thought and at the same time looked at mathematics of the atomic theory involving computer programming. Another math FYS on fractals covered topics stretching from physics, to the humanities, to the arts. The flexible, comprehensive curriculum of the seminars has given me a much broader perspective and made me a much more rounded, knowledgeable person.

–Emily E.

DRAM 085: Documentary Theatre

Experiential Education (EE); North Atlantic World (NA); Visual and Performing Arts (VP)

Ashley Lucas

TR, 12:30-1:45 PM

This course explores the political and social ramifications of documentary theatre in the U.S. from the 1990s to the present. We will spend the first half of the semester studying interview techniques and reading examples of documentary theatre by playwrights such as Anna Deavere Smith, Culture Clash, and Moisés Kaufman and the Tectonic Theatre Project. In the second half of the semester, the students will investigate a local community of their choosing and create an interview-based performance as a final project. The class will perform this play for an invited audience at the end of the semester.

Ashley Lucas received her B.A. from Yale University and her Ph.D. in Ethnic Studies and Theatre and Drama from the University of California, San Diego. She is currently Assistant Professor in UNC's Department of Dramatic Art and is working on a book about ethnographic theatre and its political uses in various U.S. communities. Her other research interests include U.S. Latina/o theatre, prison-related theatre, theatre for social change, and related topics in acting and playwriting. She is also the author and solo performer of Doin' Time: Through the Visiting Glass, an ethnographic play about the families of prisoners.

ECONOMICS

ECON 053: The Drug War: Costs and Benefits

Social & Behavioral Science/Other (SS)

Arthur Benavie

TR, 2:00PM-3:15PM

The basic question examined in this course will be the costs and benefits of the U.S. policy of drug prohibition. Does drug prohibition decrease drug abuse? Affect violence in our society? Aid terrorism? Diminish our civil liberties? Affect the public's health? Corrupt public officials? Should drugs be decriminalized or legalized and if so, how? Should different illicit drugs be treated differently? What is the evidence in the United States and in other

countries on decriminalization or legalization? The students will write a paper and present it in class, and prepare an interview with some individuals who are on the frontline of the drug war, such as police or attorneys. As a seminar, the class will consist of discussions and debates.

Arthur Benavie received his Ph.D. in economics from the University of Michigan, and he has been a faculty member at UNC since 1967. His specialty is macroeconomic theory and policy. His published books include: Deficit Hysteria: A Common Sense Look at America's Rush to Balance the Budget, and Social Security under the Gun. His latest book, Drugs: America's Holy War, is currently in press. In his former life he was a concert violinist, and this pursuit is now his main avocation.

ECON 056: Asia and the West

Social & Behavioral Science/Other (SS)

Steven Rosefielde

TR, 9:30AM-10:45AM

This course aligns the “Carolina Entrepreneurial Initiative (CEI),” with the communication intensive, “global issues” framework. This is accomplished by 1) introducing students to the Schumpeterian concept of entrepreneurship predicated on assumptions of democratic free enterprise, 2) investigating whether global economic growth and development are correlated with it, 3) showing how Schumpeterian assumptions don’t apply in most non-western systems and cultures, 4) exploring cultural and institutional surrogates in these nations, and 5) considering the impact of entrepreneurial diversity on international relations.

Steven Rosefielde is a professor of economics at UNC, Chapel Hill, with a specialization in comparative economic systems. He is an expert on the EU, Russian, Japanese, Chinese, and other Asian systems. He was resident director of UNC's Study Abroad program in Xiamen, China and teaches irregularly in the EU, Russia, Japan, China and Thailand. He has been resident scholar at the Bank of Finland, and advisor to the Swedish, Russian and Japanese governments. He has published more than two hundred articles and books, the later translated into Russian, Belorussian, Ukrainian, Chinese and Japanese. Most recently, he taught at Chulalongkorn University,

Thailand, and is engaged in developing a research program on entrepreneurship there together with the UNC Kenan Institute.

ENGLISH

ENGL 052: Computers and English Studies

Communication Intensive (CI); Literary Arts (LA)

Daniel Anderson

MWF, 1:00PM-1:50PM

This seminar explores ways that technology reshapes the study of literature and the ways writers compose. It emphasizes lessons in how to read and write about literary works, exploring how definitions of literature change as we consider not only fiction, poetry, and drama, but also music, art, and film. We also look at what it means to compose in the twenty first century, exploring blogging, podcasts, playlists, collages, videos, as well as familiar written forms. Class activities will feature some lecture, more discussion, and lots of project-based work.

Daniel Anderson directs the Studio for Instructional Technology and English Studies at Carolina. His interests include teaching writing through the use of emerging communication media such as the World Wide Web and guiding students as they work together to investigate and create resources for studying literature.

ENGL 068: Radical American Writers: 1930-1960

John L. Townsend III FYS in English

Literary Arts (LA)

Thomas Reinert

TR, 9:30AM-10:45AM

In this seminar, we will read fiction, plays, and essays by American writers associated with the political left in the 1930s, and we will see how the political notions of leftists shifted during the Second World War and the McCarthy era. Authors will include such classics as Arthur Miller, Clifford Odets, Mary McCarthy, and Saul Bellow, as well as lesser-known essayists and journalists like Anatole Broyard and Robert Warshaw. Class sessions will be run as

discussions; there will be two short papers and a longer term paper.

Thomas Reinert regularly teaches contemporary American literature and 18th-century British literature and has also written articles and reviews about them. He has been teaching in the UNC English Department since 1996.

ENGL 075: Interpreting the South from Manuscripts

Communication Intensive (CI); Historical Analysis (HS); Experiential Education (EE)

Connie Eble & Laura Brown

TR, 11:00AM-12:15PM

The Southern Historical Collection of UNC Libraries contains the raw materials of people's lives—their letters, diaries, business records, scrapbooks, photographs, and other primary sources that allow people of the present to interpret the past. Students learn about and work directly with manuscripts and other primary resources under the guidance of two faculty members, one who makes use of manuscripts in research and one a professional librarian whose expertise is in documentary resources. The aim of the course is to give first year students the requisite research and

communication skills to allow them to appreciate and to contribute to an understanding of the past by directly experiencing, interpreting, and writing and speaking about records from the past. The course is built around 6–8 lab exercises in which students analyze, discuss, and write about a range of primary resources, e.g., plantation journals, Civil War letters, diaries, and depression era photographs. During some class meetings, students learn about various aspects of manuscript collections from guest lecturers such as conservators, archivists, curators, and historians. Each lab exercise requires 3–5 hours in the search room. Much attention is given to the fine points of excellent writing, such as correct grammar and usage and appropriate sentence structure and word choice.

Connie Eble, Professor of English, has been a faculty member at the University for thirty-seven years. She is by training a linguist, and her teaching and research focus on the structure and history of the English language. She is currently working on a project on bilingualism in antebellum Louisiana using the Prudhomme Family Papers in the Southern Historical Collection. She is a long-time teacher of expository writing and for ten years served as Editor of the journal American Speech.

Laura Clark Brown is an archivist with the University Library's Southern Historical Collection. She is currently directing a grant project funded by the Andrew W. Mellon Foundation. The project pairs archivists with leading scholars of the American South to explore the opportunities and challenges of large-scale digitization of manuscript collections. Prior to the grant, she served as head of research and instructional services for the Manuscripts Department. Ms. Brown holds master's degrees in American history and library science, and her research interests focus on twentieth-century New Orleans cultural and social history.

ENGL 080: The Politics of Persuasion: Southern Women's Rhetoric

Communication Intensive (CI); Literary Arts (LA); US Diversity (US)

Jordynn Jack

TR, 2:00PM-3:15AM

Historically, women have been excluded from participating in the theory and practice of



Living with Our Oceans and Atmosphere, MASC 052

rhetoric, or the art of persuasion. Indeed, Southern women have been portrayed stereotypically as belles, Mammies, plantation mistresses, or steel magnolias—figures who tended the home fires but did not engage directly in political or public life. Yet, UNC’s Wilson Library maintains a wealth of documents written by women who went beyond these stereotypical roles. These narratives document women’s exploits as spies, social reformers, missionaries, teachers, blockade runners, and escapees from slavery. In this seminar, students will examine these primary documents to uncover the persuasive strategies women writers, especially women of the American South, have used to construct personas that challenge the limited roles to which they were assigned. In the process, we will engage in original archival research in order to identify and catalog the rhetorical strategies common to Southern women’s rhetorics. Students will work in small groups to lead class discussions. The main course project will be a research paper that draws on primary documents available from UNC’s Documenting the American South collection. In-class writing workshops and peer review sessions will provide opportunities for students to share their work with others. Students will also work on proposals to present their research at UNC’s Celebration of Undergraduate Research or for a similar venue.

Jordynn Jack, Assistant Professor of English, specializes in rhetoric and composition. She is working on a book manuscript that explores the rhetoric of women scientists in World War II. She teaches courses in rhetorical theory, women’s rhetoric, and scientific writing.

ENGL 086: The Cities of Modernism

Communication Intensive (CI); Literary Arts (LA)

Rebecka Rutledge Fisher

TR, 3:30–4:45

The Cities of Modernism is a cross-cultural and inter-medial exploration of the imagery of the “Great City” in High Modernist works of literature, art, and film. Materials may include texts by Andrei Bely, T.S. Eliot, James Joyce, Nella Larsen, Jean Toomer, and Virginia Woolf. We will also discuss

paintings by German expressionists and artists of the Harlem Renaissance, the film “Metropolis” by Fritz Lang, and contemporary theoretical essays by Walter Benjamin, W.E.B. Du Bois, Melville Herskovits, James Weldon Johnson, Georg Simmel, and Oswald Spengler.

Rebecka Rutledge Fisher regularly teaches seminars having to do with matters of cross-cultural poetics. The author of a number of essays on W.E.B. Du Bois, Ralph Ellison, and Frances Ellen Watkins Harper, she has also published an edition of Olaudah Equiano’s 18th century autobiography. She is interested in comparative literature of the African diaspora, as well as African American and American studies. Her research areas include the Francophone Caribbean literatures of Martinique and Guadeloupe. Currently, she is at work on two book projects: an edited collection of critical essays on the work of the cultural theorist Paul Gilroy, and a book-length study titled Metaphor and Modernity: Studies in the Poetics of African American Literature.

ENGL 087: Jane Austen Then and Now

John L. Townsend III FYS in English

Visual & Performing Arts (VP)

James Thompson & Inger Brodey

TR 9:30–10:45

This course will focus on the fiction of Jane Austen and its representations in film. This author, who never traveled outside England and had the opportunity for little formal schooling, has nonetheless wielded enormous literary and cultural influence across the globe. Austen societies can be found on six continents, and her novels have been the inspiration for films set in contemporary India as well as the California teenager scene. The year 2007 featured the release of two successful feature-length Austen films (Becoming Jane and The Jane Austen Book Club) and in the Spring of 2008, the BBC released new film versions of all six novels. What is the secret of her global appeal? What does she represent to contemporary American society? What is gained or lost in adaptation from novel to film?

In order to address this issue, we will read all of her major novels and selected juvenilia, along with the novel Jane Austen’s Book Club, and many of the

most influential film adaptations, considered under different categories, such as “Heritage Adaptations,” “Modern Dress Adaptations,” and “Biographical Adaptations” and “Fan-as-Heroine Adaptations” of her work. Students will also have the opportunity to film their own adaptation of the first chapter of *Pride and Prejudice*.

James Thompson is the former Professor and Chair of the Department of English and Comparative Literature, and author of numerous books and articles on eighteenth-century English literature from Congreve to Austen. His work can be viewed as a kind of a historical sociology of culture with a focus on the conditions of cultural exchange in the early modern period that would make potential readers susceptible and receptive to the kind of fiction we have come to call the novel.

Inger Sigrun Brodey, Director of Undergraduate Studies in Comparative Literature, was born in Japan and immigrated from Denmark. She loves teaching cross-cultural and cross-disciplinary courses here at UNC and has won a Tanner award for Excellence in Undergraduate Teaching. She has published on Jane Austen, Laurence Sterne, Johann Wolfgang Goethe, and Natsume Sôseki. Her current research is on connections between Meiji Japan and post-Enlightenment Europe, particularly involving the connection between Natsume Sôseki and Jane Austen, as well as a book on Cowboys and Samurai in Film.

I had a marvelous experience teaching my First Year Seminar on crime and violence in the Ancient World. The enthusiasm the students brought into the classroom made it possible to cover large chunks of primary source material in translation. Whether we read Athenian court speeches or Greek curse tablets, Latin literary sources or papyri, the students showed an amazing degree of historical sensitivity and understanding so that we could even go beyond interpreting Greek and Latin sources and make comparisons between crime in the ancient world and in U.S. society today.

—Werner Riess, Classics

GEOGRAPHY

GEOG 055: Landscape in Science and Art

Social & Behavioral Science/Other (SS)

Peter Robinson

TR, 2:00PM-3:15PM

Artists look at the land around them and paint what they see or how it makes them feel, sometimes with great attention to exact detail, sometimes altering the view to make it more interesting or dramatic, and sometimes to show a fleeting moment in time. Scientists tend to view a landscape as the result of a series of forces or processes acting to create that particular piece of scenery at that particular place. The views are of the same bit of land, but the results are very different. Or are they? This seminar explores these two ways of viewing landscape, and in class discussions we will seek ways in which using both approaches can enhance our understanding and appreciation of a landscape. Because there are a great variety of landscape types, mountains and plains, forests and deserts, calm or stormy, urban or rural, we shall choose a selection for special study in each class. Some of these we will examine in detail during a field trip to the Ackland Art Museum, where the cross-campus journey will explore the land from a scientific viewpoint, with the museum providing examples of its artistic representation. An optional field trip to the Blue Ridge of Virginia and the National Gallery of Art in Washington DC will expand the range of landscapes we see. Still other landscapes, selected to ensure that we consider a range of environments around the globe, will be examined using photographs, diagrams and artistic representations. In addition, seminar participants will be required to choose particular landscape types and, through individual and team projects, explore and link the scientific and artistic aspects of their chosen examples.

Peter Robinson was born and raised in England and was awarded B.Sc. and M.Phil. Degrees, both in Geography, the latter specializing in climatology, from the University of London, Kings College. His Ph.D., again in Geography with a climate specialization, was from McMaster University, Hamilton, Ontario, Canada. Since 1971 he has been a Geography faculty member (and member of the Ecology Curriculum) at UNC. He is also the Director

of the NOAA Southeast Regional Climate Center. Prof. Robinson's major teaching and research interests are in Applied Climatology - the use of climatic information and ideas for the benefit of society. With the concern for global climate change, this is usually expressed as investigations of the possible impact of future climates on specific aspects of society.

GEOG 062: The Culture of Technology

Communication Intensive (CI); Philosophy & Moral Reasoning (PH)

Scott Kirsch

W, 10:00AM-12:30PM

It is hard to define "technology", but we know it when we see it: cell phones; global positioning systems; genetically-modified organisms; the internet; microchips; steam engines; railroad cars, automobiles, passenger jets; x-rays; nuclear bombs; satellites; magnetic resonance imaging. Technological systems and artifacts, as these examples suggest, have shaped our world in critical ways, from our means of dealing with nature to our modes of dealing with each other, and from economic production to political debates to the very dimensions of space and time around which social life is organized. And yet, though technology is arguably among the most human of social processes, its profound effects on social relations, everyday life, and the human environment are too often left unexamined. This seminar uses the lens of culture to explore codes of meaning and values, and relations of social power, that are invested in technologies. Focusing on representations of technology in film, literature, and new media, on one hand, and on the values that go into the making of actual technologies, on the other, the course encourages critical thinking and writing about our place in a technological world, and technology's place in ours.

Scott Kirsch is Associate Professor of Geography and Undergraduate Director for the University Program in Cultural Studies. His research has explored the uses of nature as an "experimental space"; histories of science, mapping, and state formation; and more broadly, the cultural meanings of science and technology, and he likes to bring these subjects into play in his courses on political geography, environmental politics, and science

and technology studies. He recently published *Proving Grounds: Project Plowshare and the Unrealized Dream of Nuclear Earthmoving* (Rutgers University Press), which tells the story of an American research program that sought to turn nuclear explosives into a tool for civil engineering during the 1950s and 1960s. Kirsch has been at Carolina since 2000.

If you're interested in getting to know the people in your classes and putting your ideas out there, then First Year Seminars are for you. I recommend them to any and every first year student.

—Stephen L.

GEOLOGY

GEOL 072H: Field Geology of Eastern California

Physical and Life Science (PL)

Drew Coleman

TR, 2:00PM-3:15PM

This seminar will be designed around a one-week field trip to eastern California, where students will study geologic features including active volcanoes, earthquake-producing faults, evidence for recent glaciation and extreme climate change, and how locals deal with living on active geologic features. Before the field trip (which will take place the week of Fall Break and be based at White Mountain Research Station in Bishop, California), the class will meet twice a week to go over basic geologic principles and to work on specific field topics for which student groups will be responsible. During the field trip students will work on specific projects (e.g., making a geologic map of a small area; mapping, measuring, and describing an active fault; observing and recording glacial features on a hike). After the field trip students will write a research paper on a topic of their choice. Grading will be based on the research paper, group work presented on the trip, and on a variety of small projects during the trip (notebook descriptions, mapping projects, etc.). Students will be required to pay some of the costs of the trip (estimated at about \$500.) This course will require missing three days of classes.

Drew Coleman is originally from the east coast, but he has been doing research in California since 1986. His work focuses on determining the rates of geologic processes in an effort to understand how the Earth works. There is no better way to learn about rocks than spending quality time with them - so this seminar examines the basics of geology through exercises in the field. The course is centered on a trip to the Sierra Nevada and White Mountains of California during fall break.

GEOL 076: Energy Resources for a Hungry Planet

Physical and Life Science (PL)

José Rial

TR, 9:30-10:45

The seminar describes today's most fundamental sources of energy: oil, natural gas and coal, how and where to find them, and the latest statistics on how long the present reserves will last. Emphasis will be given to the 'peak oil' dilemma. The discussion then moves towards earth's alternative energy resources, from nuclear, wind and solar power to geothermal, including a half-day visit to a nearby nuclear power plant. Discussions center on some of the most pressing issues of our time: environmental deterioration and the construction of a sustainable (livable) world during and after the depletion of traditional energy resources, including the critical depletion of water resources and the forthcoming conflicts among nations for the control of these resources. The course stimulates student participation through class debates in which a controversial topic is argued for and against (e.g. Can nuclear energy become a viable and safe substitute for coal?)

José A. Rial has a Ph.D. in Geophysics from Caltech and a MSc. in Geology from the University of Michigan. Rial's expertise includes mathematical modeling of natural systems, seismic wave propagation and climatology. In recent years Rial's academic interests include the role of science and scientific discovery on global environmental issues, such as global warming, climate change and policy.

GERMANIC LANGUAGES

GERM 089: Shame! Cultural Histories of an Emotion

Communication Intensive (CI); Literary Arts (LA)

Anna Parkinson

TR 11:00-12:15

This seminar explores the emotion of shame in contemporary literary and visual culture.

Global in scope, we shall approach "shame" by posing interdisciplinary questions and engaging methods taken from a variety of fields of inquiry. During the semester, we will explore "shame" in contexts as diverse as psychoanalysis and political movements and by considering a variety of materials, such as literary texts, memoirs, films, and excerpts from political commissions. Topics for discussion include: How is shame different from guilt? Is shame political? Does shame have a history? Is shame a social or a private emotion; a bodily or a psychic reaction? What role do gender, race, and sexuality play in shame? We will pose these and other questions and search for answers to them during the course of the semester.

New to North Carolina in 2007, Assistant Professor and Director of Undergraduate Studies for the Department of Germanic Languages and Literatures, Anna Parkinson recently completed her dissertation at Cornell University on the politics of affect in postwar German culture. She has published several articles on the role of emotion in contemporary German film and literature and in the fields of translation studies and feminist and sexuality studies. She is also a Southerner of sorts, having grown up in Australia and South Africa. In her spare time she enjoys watching films, taking walks through inspiring landscapes, living in Berlin whenever possible, and visiting widely-dispersed friends and family.

HISTORY

HIST 056: World War I: History and Literature

Historical Analysis (HS); Communication Intensive (CI); North Atlantic World (NA)

Chris Browning

TR, 2:00PM-3:15PM

After a century of relative peace, interrupted only occasionally by wars of local scope and short duration, European society was totally unprepared for the unprecedented cataclysm of the first total war between modern, industrialized states that broke out in 1914. After four years of slaughter, three empires had collapsed, a communist revolution had succeeded, the victors were exhausted, and an embittered and defeated Germany was primed to embrace Hitler and Nazism to reverse the verdict.

How did the bewildered participants make sense of what they experienced? During the war some wrote poetry that exhibited a trajectory of emotions from initial naïve exhilaration to bitter disillusionment and finally to fatalistic resignation. In the decade following the war, some of the survivors of the trenches wrote memoirs or autobiographical novels that attempted to capture both the horrific experience and the different meanings and lessons they drew from it. World War I was therefore not only a cataclysmic and traumatic event but probably the most “literate” major conflict in history. The literary product of that war is therefore one of the key sources to understanding the historical experience of the war.

Christopher Browning has taught at UNC Chapel Hill since 1999. His major research focus is on Nazi Germany and the Holocaust, but he has long been interested in World War I as the beginning point of the three decades of incredible turmoil and conflict that nearly destroyed European society and did in fact witness the genocidal destruction of the Armenians within the Ottoman Empire in the First World War and Europe’s Jews in the Second.

My First Year Seminar, Chinese Food and Culture with Dr. Gang Yue, is one of the best classes I’ve taken at Carolina. The level of knowledge afforded by a senior professor, both in the academic boundaries of the class and in overall University life. I recommend taking a seminar, almost any seminar, to entering freshmen. An all-freshman class has a very open social atmosphere, as well.

–Kirk F.

HIST 070: The Cotton States’ Exposition and the New South

John L. Townsend III FYS in History

Historical Analysis (HS); Communication Intensive (CI); US Diversity (US); North Atlantic World (NA)

Theda Perdue

MW, 3:00PM-4:15PM

In 1895, Atlanta hosted the Cotton States Exposition. Like earlier world fairs, the Cotton States Exposition encapsulated the values of the organizers and constructed a particular view of the world. Remembered today primarily for the “Atlanta Compromise” speech of Booker T. Washington, the exposition taught other racial lessons. From the Dahomey and Chinese villages on the midway to the Smithsonian’s ethnographic exhibits and Buffalo Bill’s Wild West Show, the exposition categorized the world by race and provided a template that white organizers believed should structure race relations both nationally and internationally. This seminar will explore the world of the 1890s South through the lens of the Cotton States Exposition. Students will develop their skills in oral and written communication, discover the resources of UNC libraries and the internet, and experience the North Carolina state fair as a basis for comparison.

Theda Perdue is a southern historian who writes about American Indians. She has published books that deal with Cherokees, Indians of North Carolina, race, and women. Originally from Georgia, she also has taught at Western Carolina, Clemson, the University of Auckland (New Zealand), and the University of Kentucky. Professor Perdue is an avid traveler who is particularly interested in the ways in which European expansion has affected indigenous peoples.

HIST 073: On the Train: Time, Space, and the Modern World

Historical Analysis (HS); North Atlantic World (NA)

Chad Bryant
M 3:00-5:50

Long before the first passenger train left Manchester for Liverpool, England in 1830, early railway promoters in Europe and the United States correctly predicted that train travel would affect radical transformations: industrial development, the mobilization of labor, urbanization, a more efficient government and mobile armed forces, and the rise of the tourist industry, to name just a few. But these were not the only changes brought about by the train. Passengers accustomed to traveling by horse and carriage searched for words to describe the new experience of hurtling through space, in a straight line, at more than thirty miles per hour. Reduced travel time meant that distances seemed to shrink. The need for interchangeable train schedules inspired Americans and Europeans to coordinate local times and to establish the time zones that divide up the globe today. The train, in other words, created new ways of seeing, new ways of thinking about time and space, and new ways of conceptualizing an increasingly interconnected and mobile world. Our course will begin with a close reading of one book, Wolfgang Schivelbusch's [The Railway Journey: The Industrialization of Time and Space in the 19th Century](#). Looking to the [Railway Journey](#) for inspiration, we will then ask and begin to answer our own questions about the effects that this technological innovation had on American and European culture.

Chad Bryant is an associate professor in the History Department. He first traveled to Europe while on an undergraduate study abroad program and has returned every year since. At home and abroad, few things make him happier than reading a good book on the train. He is currently writing a book that uses an examination of early train travel to better understand the culture and society of Habsburg Central Europe before the revolutions of 1848.

HONORS

HNRS 089.001: Cheating Death, Chasing Immortality

Philosophical and Moral Reasoning (PH)

Tom Kawula, Elena Clark, Leigh-Anne Krometis, Michelle Leslie, & Isaac Weiner
TR, 9:30-10:45

Everyone dies. Human cultures have responded to death's inevitability in a number of ways. In this course, we will consider a variety of means through which individuals and communities have attempted to "cheat death." We will examine religious beliefs and practices related to death and the afterlife, literary and popular culture representations of the meaning of death, and technological and scientific efforts to prolong life. In so doing, we will grapple with many challenging questions, including: What has motivated such disparate responses to death, and are there common themes? Is death something to be feared or welcomed? What might be the ethical implications of how we conceive of the nature of death and the possibility of immortality? By pursuing these questions through a variety of disciplinary approaches, we will also learn to communicate and collaborate across traditional disciplinary boundaries.

Tom Kawula, Associate Professor in the Department of Microbiology and Immunology, received Bachelors and Masters Degrees in Bacteriology and Biochemistry at the University of Idaho, and a Ph.D. in Microbiology from the University of North Carolina at Chapel Hill. In addition to his research program on the genetic basis of infectious diseases, Dr. Kawula has spent much of his academic career working to support and improve graduate and post graduate education. He has been a member of the UNC Graduate School Administrative board since 2002, director of the University Fellows since 2006, and has served on a number of national graduate and post doctoral review panels.

Dr. Kawula's co-teachers are four members of the UNC Graduate School's prestigious University Fellows Program. Elena Clark is a graduate student in the Department of Slavic Languages and Literatures. Her interests include genre fiction, post-Symbolist poetry, and Finnish. Leigh-Anne Krometis is a doctoral candidate in Environmental

Sciences and Engineering, where she focuses on watershed-scale protection of microbiological drinking and recreational water quality. Isaac Weiner is a Ph.D. Candidate in Religious Studies. His research focuses on religious pluralism and its implications for American public life. Michelle Leslie is a graduate student in the Curriculum in Genetics and Molecular Biology studying the genetic modification of plants to improve our understanding of how plant cells communicate with each other.

HNRS 089.002: HIV/AIDS, Religion and Morality

Communication Intensive (CI); Social & Behavioral Science/ Other (SS); Global Issues (GL);

Tom Kawula, Ella Nkhoma, John-Charles Duffy, & Rajeev Colaco
TR, 9:30-10:45

The World Health Organization estimates that there are over 33 million people living with HIV/AIDS globally, and every year around 2.5 million additional infections occur. The disease has caused 25 million deaths worldwide since 1981. AIDS prevention and treatment remain pressing social issues around the globe, as does ensuring human rights for people living with HIV/AIDS. This course explores the religious and moral dimensions of confronting HIV/AIDS. Specifically, we will examine the role of religious beliefs and moral values in shaping public attitudes toward the disease and toward those who contract it; tensions between medical and religious perspectives on HIV/AIDS prevention and treatment; contributions of religious organizations to care giving and HIV/AIDS education; and ways that religion helps people cope with loss and death because of this disease. For their final project, students will devise a public health intervention strategy that draws on religious resources, or responds to religious concerns, in addressing HIV/AIDS in a particular part of the world.

Tom Kawula, Associate Professor in the Department of Microbiology and Immunology, received Bachelors and Masters Degrees in Bacteriology and Biochemistry at the University of Idaho, and a Ph.D. in Microbiology from the University of North Carolina at Chapel Hill. In addition to his research program on the genetic basis of infectious

diseases, Dr. Kawula has spent much of his academic career working to support and improve graduate and post graduate education. He has been a member of the UNC Graduate School Administrative board since 2002, director of the University Fellows since 2006, and has served on a number of national graduate and post doctoral review panels.

Dr. Kawula's co-teachers are three members of the UNC Graduate School's prestigious University Fellows Program. Ella Nkhoma is a doctoral candidate in the epidemiology department, with a minor course of study in biostatistics. Her research focuses on the interplay between malaria, HIV, and red blood cell polymorphisms during pregnancy. John-Charles Duffy is a William N. Reynolds University Fellow finishing doctoral work in religious studies here at UNC-CH. His specialty is American religions. Before coming to UNC-CH, he taught writing for several years at the University of Utah, where he also earned a master's in English, with a focus on British and American literature. Subjects on which John-Charles has published include Mormonism, evangelicalism, religion in academia, religion in literature and film, and religious identities of people who identify as gay/lesbian. Rajeev Colaco is a doctoral student in the Maternal and Child Health department, in the School of Public Health. A native of India, he has lived and studied in Russia and the US, and his wider area of interest includes HIV prevention interventions in developing countries. Rajeev is also involved in a UNC-sponsored initiative to promote HIV awareness in North Carolina's public schools.

I went from comparing Einstein and Picasso to interviewing bilinguals in the community. First Year Seminars motivated me to seek out people and ideas that interest me, and now that they are over, I'm still doing exactly that!

–Katie A.

MARINE SCIENCES

MASC 055: Change in the Coastal Ocean

Physical and Life Science (PL)

Christopher S. Martens
TR, 9:30-10:45

This course provides students with an opportunity to explore changes in marine and closely linked terrestrial environments caused by the interactions

of fascinating oceanographic processes. Introductory presentations and discussions will focus on the published works of active marine scientists who combine their disciplinary training with knowledge and skills borrowed from other fields in order to attack research questions that could not be otherwise addressed. We will examine and discuss a series of exciting, current research investigations that demonstrate how specific biological, geological, physical, and geochemical processes interact to influence coastal, open-ocean and tropical environments. During these discussions, students will be exposed to field study sites and modern oceanographic laboratory research methods through “video- and photo-trips”, demonstrations using state-of-the art instrumentation in my laboratory, and “hands on” mini-experiments designed to emphasize the importance of the question rather than the technology involved. In preparation for discussions, demonstrations and experiments, students will read recently published, non-technical research papers that focus on specific questions and environments of current interest such as ocean acidification from fossil fuel burning; megatsunamis; nutrient enrichment of coastal waters; exchange of greenhouse gases between oceans, rain forests and atmosphere; contamination of coastal aquifers; fish kills and anoxia in the Neuse; geomagnetic controls on turtle migration; changes in coral reef ecosystems and the accumulation of toxic substances in coastal sediments.

Christopher S. Martens earned his Ph.D. in Chemical Oceanography from Florida State University in 1972, then moved to Yale to complete two years of postdoctoral study before joining the faculty at UNC in 1974. His research focuses on the sources of global greenhouse gases, changing coral reef ecosystems, and deep sea hydrothermal and cold seep environments. He publishes widely and has twice been co-recipient of the Geochemical Society's Best Paper award in Organic Geochemistry. In 1991, he received a “Favorite Faculty” award, recognizing his excellence in undergraduate teaching.

MASC 059: Extreme Microorganisms: Pushing the Limits of Life on Earth and Beyond

Physical and Life Science (PL)

Andreas Teske

TR, 2:00-3:15

We will expand our horizons in biology by learning about some of the most extreme microorganisms on the planet - microorganisms that thrive without oxygen in deep marine sediments and in the Earth's crust, under high temperatures in boiling hot springs or in superheated deep-sea water under high pressure, and under chemical stress factors (high sulfide and heavy metal concentrations) that were once thought to be incompatible with life. Numerous extremophilic (extreme-loving) microorganisms of different metabolic types have been isolated in the laboratory as pure cultures; others have been observed in Nature but have so far resisted cultivation. Extremophiles provide opportunities to study the unusual and strange biochemistry that allows them to thrive in their unique habitats; they are also valuable model systems for potential life on other planets. We will get to know the unusual habitats where extremophiles are found, for example hot springs and volcanic areas on land (Yellowstone) and in the ocean (hydrothermal vents), and we will explore the earliest history of extremophiles as some of the most ancient microorganisms on Earth.

Andreas Teske is a biochemist by training, but became fascinated by the microbial world of the oceans and focused his Ph.D. research on the ecology and diversity of marine bacteria that catalyze the sulfur cycle. After completing his Ph.D. at Bremen University and the Max-Planck-Institute for Marine Microbiology in Germany in 1995, he spent his postdoc years at the Woods Hole Oceanographic Institution and stayed on as Assistant Scientist. Andreas Teske joined the UNC Marine Sciences faculty in 2002. His research interests include the microbiology of the deep marine subsurface, and microbial ecosystems of petroleum seeps and hydrothermal vents. In search of novel extreme marine microorganisms, he and his students are participating in a wide range of research cruises.

MATHEMATICS

MATH 051: “Fish Gotta Swim, Birds Gotta Fly”: The Mathematics and the Mechanics of Moving Things

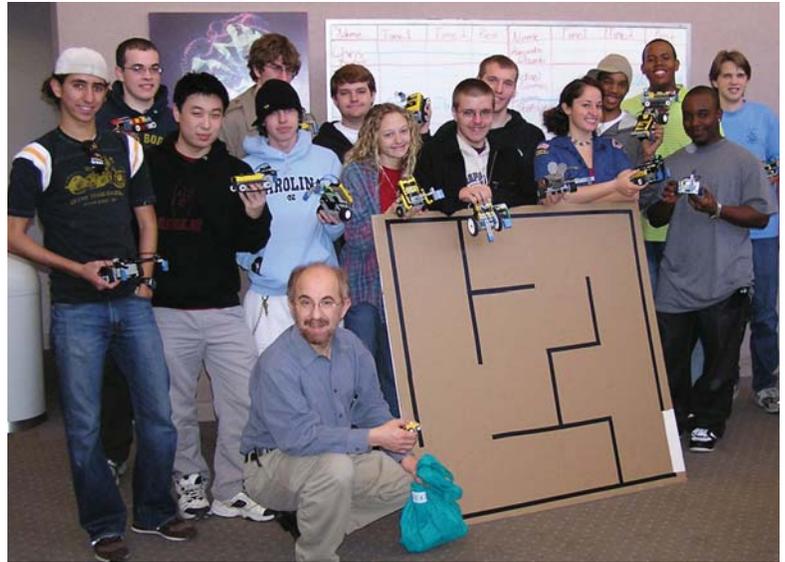
Quantitative Intensive (QI)

Rich McLaughlin

MWF, 12:00PM-12:50PM

This seminar will explore the motion of things, paying careful attention to how this motion is strongly coupled to the environment in which things move. We will use the new UNC Interdisciplinary fluids lab to conduct simple experiments in mechanics and in fluid dynamics that offer some understanding of how incredibly complex such motion can be. Hydrodynamics, or motion in and of fluids and gases will be utilized heavily to demonstrate how such motion changes dramatically with change of physical length and time scales. We will focus on differences in propulsion mechanisms of the smallest micro-organisms, of swimming aquatic species, of the largest aero-mobiles, and of motion of global scale atmospheric vortices. Likewise, we will consider fundamental issues in mechanics, such as the instability of the intermediate rotational axis of a body (e.g., a book tossed resists spinning about its middle axis). We will also consider the breakdown of determinacy in nonlinear systems (i.e., chaos), which adds yet another obstacle to developing complete predictive theories of motion.

Rich McLaughlin, Professor of Mathematics, received his Ph.D. from Princeton University in 1994, and joined UNC in the fall of 1998. His research area is in the field of applied mathematics, with a focus upon all things fluid dynamic. His research technique blends asymptotic, computational, and experimental technique to understand physical phenomena. Rich helped build the original fluids laboratory in mathematics, which has now expanded to the 4500 square foot Interdisciplinary Fluids Laboratory just opened in the basement of Chapman Hall. This facility, which is shared by the Departments of Mathematics and Marine Science, will house a wind tunnel and a 120 foot long modular waketank for the study of oceanic waves. Rich also plays in the local alt rock band, The Pneurotics.



Robotics with LEGO, COMP 060

MATH 054H: The Science of Conjecture: Its Math, Philosophy, and History

Quantitative Intensive (QI)

Jane Hawkins

TR, 9:30AM-10:45AM

It is an age old problem to determine the truth about events in the absence of certainty. How was it done in ancient times, and how do we weigh evidence and make decisions today when full information is unavailable? In this seminar we study the science and mathematics behind decision making and uncertainty. We begin with the history and philosophy behind the subject, using modern and ancient legal cases to motivate the historical study. For example, explorers of the New World had their ships insured; how were risk studies done to calculate the premiums? We consider what constituted sound evidence during the witch trials in Salem, Massachusetts and compare it with evidence used today. We then turn to the development of the fields of probability and statistics, subjects that offer a formal structure for uncertain events. We study these fields in conjunction with contemporary topics such as entropy theory, secure and error-free information transmission, and modern forensic evidence.

Jane Hawkins was born in New Haven, Connecticut and lived in the Northeast until graduate school. She earned her Ph.D. while a Marshall Scholar at the University

This semester we have accomplished a great deal in our freshman seminar on short stories by Latina/o writers, that revolve around imagined and textually described or conjured photographs. We have read and analyzed nine incredibly rich stories. We have studied a good deal of semiotic, cultural studies, and literary theory — quite an accomplishment at the first year level. And, each of the seminar participants has written critically and creatively innovative essays and, in some cases, devised mixed media or intermedia projects involving both text and actual photographs. The seminar has provided participants with a multilayered understanding of complex historical and cultural experiences pertinent to the umbrella rubric “Latina/o,” of the parameters of the short story as an art form, and of the pervasive role of photography in our lives.

—María DeGuzmán, English,

of Warwick in England and her invited research talks have taken her to places such as Australia, South Korea, Poland, and Austria. She currently works in the area of complex dynamics, which is a field that combines classical analysis with the creation of beautiful fractal computer images to study chaotic and predictable behavior. She is a regular visitor to Capitol Hill in Washington and has testified before various government committees on the importance of basic research in mathematics. Her hobbies include growing hot peppers and doing pilates. She joined the faculty at UNC in 1987.

MATH 062H: Combinatorics

Quantitative Intensive (QI)

Ivan Cherednik

TR, 2:00PM-3:15PM

Combinatorics is a branch of mathematics concerned with the study of finite and discrete objects. Students will discuss the deep roots of combinatorics in history, its connections with the theory of numbers, and its fundamental role in natural science. The course will be organized around the following topics: dimer covering, magic squares, population growth, designs, cyphers, as well as coin tossing, dice, poker and roulette; Fibonacci numbers

and recurrence relations will be the major themes. This seminar is a perfect background for future specialists in mathematics, physics, computer science, biology, economics, for those who want to know what statistical physics is about, what cryptography is, and how the stock market works, and for everyone who likes mathematics. No prerequisite is assumed beyond high school algebra.

Professor Cherednik is Austin H. Carr Distinguished Professor of Mathematics. Trained at the Steklov Mathematics Institute of the Soviet Academy of Sciences, and at Moscow State University, his areas of specialization are Representation Theory, Combinatorics, Number Theory and Mathematical Physics. Cherednik’s affection for Combinatorics is well known: he proved the celebrated Constant term conjecture.

MATH 065: Colliding Balls and Springs: The Microstructure of How Materials Behave

Quantitative Intensive (QI)

Sorin Mitran

TR, 11:00AM-12:15PM

Richard Feynman, physicist and Nobel prize recipient, once asked himself what single sentence, encompassing as much of human scientific knowledge as possible, should be passed down to the survivors of some cataclysm. His answer: all things are made of atoms — little particles that move around in perpetual motion, attracting each other when they are a little distance apart, but repelling upon being squeezed into one another. This is known as the atomic hypothesis, a simple and profound idea that has been part of the human journey since the ancient Ionian philosophers, Leucippus and Democritus. In this seminar we follow the journey through time of this idea looking at intertwined developments in science, mathematics and social organization. The implications of various aspects of the atomic hypothesis are explored using computer experiments, and students will receive a practical introduction to computer programming using Python.

Sorin Mitran is an applied mathematician and aerospace engineer with interests in scientific computation. He

has worked on computational description of phenomena ranging from microscopic flows in the human lung to astrophysical simulations. He has an abiding interest in comparative developments in human societies having alternated between life in Romania and the United States, themes he often ponders while sailing wooden boats he builds himself.

MUSIC

MUSC 051 (PHYS 051): The interplay of Music and Physics

Communication Intensive (CI); Physical and Life Science (PL)

Brent Wissick & Laurie McNeil

M, 2:00-2:50 & W, 2:00-3:40

This seminar is for students who are interested in how music is made, how sound is produced in instruments, and how those sounds have been used in music making from ancient times to the present day. Students study the basics of physics and music: wave motion, resonance, the perception of sound, scales, harmony, and music theory. There are four laboratory exercises (called etudes) in which students investigate the acoustics of string, woodwind and brass instruments working in small groups. Keyboards and percussion are also considered, and students can pursue their areas of special interest in a research paper. The final project is a public performance of an original composition: a suite written by members of the class especially for instruments that the students have constructed themselves.

Students may also register for this course under PHYS 051.

Brent Wissick (Professor of Music) specializes in cello, viola da gamba and chamber music. He has a particular interest in performance practices of the 16th-18th centuries and is Past President of the Viola da Gamba Society of America. He has recorded numerous CDs with American Bach Soloists and other important groups; and has given concerts and lectures throughout North America, Europe, Asia and Australia.

MUSC 059: Twentieth-Century Music and Visual Art

Communication Intensive (CI); Historical Analysis (HS)

Severine Neff

MWF, 11:00AM-11:50AM

The shift to the Information Age has led American society to wed the visual medium to the auditory. Consider, for example, the shift from the telephone to email or from recording to MTV. This interconnection of the aural and visual corresponds to an artistic phenomenon that has pervaded our century: the linking of art, music, and visual art. Thus, in studying the relationship between twentieth-century music, painting, architecture, and sculpture, we in fact study a principle of our everyday life. The course will focus on works by prominent composers and visual artists including J. Cage, I. Stravinsky, A. Schoenberg, E. Varese, M. Du Champ, W. Kandinsky, F. Kupka, P. Klee, and P. Picasso. Each class meeting will include a short overview of a musical composition and its relation to a piece of visual art. Further class discussion will be devoted to a range of issues: the correspondence between color, line, and sound; musical pieces and visual art on the same topic; meanings and styles of music notation; and the aesthetics of multi-media works. The course requires weekly reading and listening assignments, and two 5-page papers.

Severine Neff (Eugene Falk Distinguished Professor) received her Ph.D. from Princeton University; prior to coming to UNC Chapel Hill, she taught at Bates College, Barnard College of Columbia University, and the College-Conservatory of Music, University of Cincinnati. She has been a Fellow and Teaching Fellow at the Mannes Institute for Advanced Studies in Music Theory (2004, 2005, 2007), a J. William Fulbright Senior Scholar (1998-99) at Moscow State Conservatory, Moscow, Russia, and has received research awards from The Korea Foundation (2006), The Arnold Schoenberg Center, Vienna (2003), the Institute of Arts and Humanities, UNC-Chapel Hill (2002), the National Endowment for the Humanities (1993), Newberry Library (1985), and the Andrew W. Mellon Foundation at Cornell University (1981-83). Her research interests include twentieth-century music, particularly the works of Arnold Schoenberg. She is completing a facsimile edition

of the autograph of Schoenberg's *Second String Quartet in F# Minor, Op. 10*. Her next project is an edition of and commentary on Schoenberg's writings on counterpoint for Oxford University Press.

MUSC 063H: Music on Stage and Screen

Visual and Performing Arts (VP); Communication Intensive (CI)

Jon Finson

TR, 2:00PM-3:15PM

Music on Stage and Screen is designed to offer students the tools and techniques for understanding multi-media, staged musical works like opera, musical theater, and film. The goal of the seminar is to develop students' analytical skills in verbal and non-verbal media and to encourage their visualization of the potential and implications of artistic forms and structures. No ability to read music is required. We will discuss musical, visual, and textual narratives, source materials, and the various means by which such multi-media artworks are transmitted to modern audiences (e.g., written scores, LPs/CDs, staged performances, movies, etc.). Classic opera, and to a lesser extent, film soundtracks and musical comedy will form the particular focus in the fall 2008 semester.

Jon W. Finson (Professor and Adjunct Professor of American Studies) received a Bachelor of Music (with honors) from the University of Colorado at Boulder in 1973, a Master of Arts from the University of Wisconsin, Madison in 1975, and a Doctor of Philosophy from the University of Chicago in 1980 with a dissertation on compositional process in the symphonic works of Robert Schumann. Since then he has taught, lectured, and published widely across the United States and Europe in many areas of nineteenth-century German music and in the history of American popular song. Most recently his research has turned to interactions between image and music in American cinema. He teaches undergraduate courses in the American Studies Curriculum as well as graduate and undergraduate courses in the Music Department.

MUSC 064: What Is a Work of Art?—Listening to Music

Visual and Performing Arts (VP); Communication Intensive (CI)

John Nádas and Donald L. Oehler

TR, 11:00-12:15 pm

How do we deal with works of art of the past as seen and heard with 21st-century sensibilities? This course will have two guiding principles: The "past" begins yesterday, and the art of listening to music, live or in any recorded form, is a skill of active participation in which the listener is a part of the artistic process.

In dealing with music of the past, the course will consider the following: Is a work of art (a composition) a one-time aesthetic statement of expression representative of its own time, or does that work continue to live, breathe, change, and evolve—and, if so, how? After inspiration, composition, preparation, and initial performances, necessary steps in its gestation, is a work heard (seen) differently with the passing of time? Should a given contemporary performance or recording be at all "close" to the original performance, and if so in what ways? What is the sense of "authenticity"? It has been noted that we have plenty of original instruments and original scores, but unfortunately we don't have any original audiences. What were the expectations of listeners at the time of first performances and should that have any bearing on performances today? How does the 21st-century performer deal with varying levels of prescriptive musical notations of the past and what is the relationship of notation to the interpretive role of the performing musician? Is it better to honor the spirit of expressivity rather than to insist solely on what might be an empty exercise in getting all the "data" right? With the development of recorded technology and the extraordinary access to recorded music, how important are live performances today? Is there a difference, in fact, in hearing a work live or recorded? If so, what are those differences? In the end, are we better listeners from our 21st-century vantage point—is it the only one we can claim to have?

John Nádas (*Gerhard L. Weinberg Distinguished Professor in the College of Arts and Sciences*) was born in Caracas, Venezuela. He received a B.F.A. in music from Tulane University in 1968; an M.A. from Villa Schifanoia (Florence, Italy) in 1975; and a Ph.D. in musicology from New York University in 1985. He taught at the University of California at Santa Barbara in 1982-83 before joining the faculty of the University of North Carolina at Chapel Hill. He has been a fellow of the Harvard Center for Italian Renaissance Studies (Florence, Italy, 1987-88). He was a Visiting Professor at Harvard University during fall 1998. Professor Nádas is presently Editor-in-Chief of *The Journal of Musicology* and a member of the editorial boards of *Recercare* and the series “Ars Nova: Collana di Riproduzioni Fotografiche delle Fonti Italiane del Tre-Quattrocento” (Lucca: Libreria Musicale Italiana). His interests include the music of 14th- and 15th-century France and Italy, Monteverdi, and 19th-century Italian opera.

Donald L. Oehler (*Professor of Music*), a graduate of the Juilliard School of Music, performs with the Carolina Wind Quintet, instructs clarinet, and directs the University Chamber Players. Professor Oehler is director of Chapel Hill Chamber Music, and the *Corso Internazionale di Musica da Camera in Tuscania Italy*. He has drawn high praise as a soloist, chamber musician, conductor, and educator, and his performing and teaching activities have taken him throughout the United States, Central America, Canada, Great Britain, Eastern and Western Europe, as well as the Middle East.

PHILOSOPHY

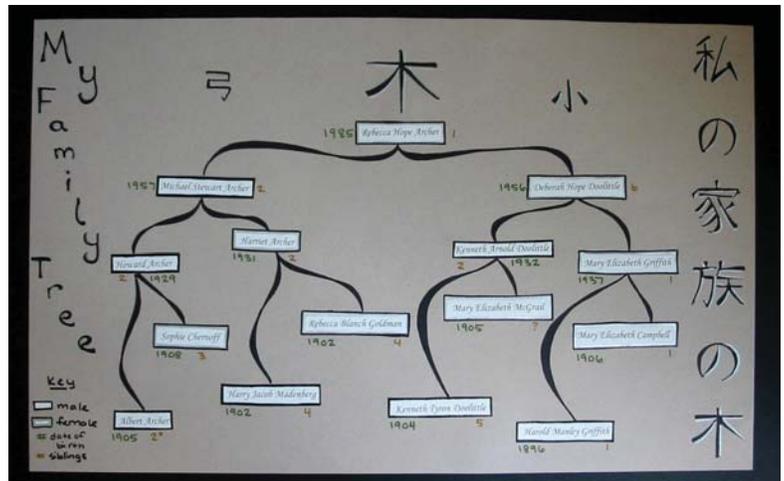
PHIL 078: Death as a Problem for Philosophy: Metaphysical and Ethical

Philosophy & Moral Reasoning (PH)

Ryan Preston

W, 10:00AM-12:30PM

This course will explore the nature and significance of death through classic and contemporary philosophical work, literature, and film. The course will address the following questions: (1) Do people have souls that can survive bodily death? (2) What makes someone's life go best? (3) Why is death bad for the person who dies? (4) Do our lives have meaning? (5) Does our mortality have any implications for the meaning of our lives?



Social Change and Changing Lives, SOCI 060

Ryan Preston will be joining the faculty in Fall 2008. He currently has a Faculty Fellowship at the Edmond J. Safra Foundation Center for Ethics at Harvard. He specializes in moral philosophy and philosophy of religion. He also has interests in medical ethics and political philosophy. His current work focuses on moral rights, the moral significance of trust, and reasons to promote our own projects, rather than promote the greater good.

PHIL 089: Evil

Philosophy & Moral Reasoning (PH); Communication Intensive (CI)

Susan Wolf

TR 11:00-12:15

What is evil? Who – if anyone – is responsible for it? How different are evil people from the rest of us? How should we respond to them? The course will explore the nature of evil through philosophy, nonfiction, fiction and film. Readings will include Shakespeare's *Othello*, Hannah Arendt's *Eichmann in Jerusalem: A Report on the Banality of Evil*, and Mary Midgley's *Wickedness*. The course will involve short weekly writing assignments. In addition, students will select an independent project, presenting their findings to the class and leading a discussion on it.

Susan Wolf is the Edna J. Koury Distinguished Professor of Philosophy. Majoring in math and philosophy, she graduated from Yale in 1974. She did her graduate work at Princeton and taught at Harvard, the University of Maryland, and Johns Hopkins before coming to UNC

in 2002. In 2003 she received the Mellon Foundation's award for Distinguished Achievement in the Humanities. Professor Wolf is the author of *Freedom Within Reason*, a book on free will and moral responsibility, and numerous articles ranging over topics in ethics. Her recent work has focused on the relations among happiness, morality, and meaningfulness in life. In addition to philosophy, she enjoys hiking, cooking, movies, and Tarheel basketball.

PHYSIOLOGY

PHYI 050: Human Physiology

Physical and Life Science (PL)

Richard Falvo

TR, 2:00PM-3:15PM

The goal of this seminar is to provide students with an introductory view of the study of human physiology and how it relates directly to health and disease. This will be accomplished by limiting the number of topics to be covered. In the final project, students working in groups of 3, will prepare a project on a topic of their choice. The project will take the form of a patient education document or documents that would be suitable for distribution to the audience of their choice. The project will also include a selective and annotated bibliography of the topic chosen. The format of the document can be written, a PowerPoint type presentation or WWW based.

Richard E. Falvo (BS, MS, Biology, Duquesne University; Ph.D., Zoology and Physiology, University of Wyoming) is an adjunct professor in the Department of Cell and Molecular Physiology in the School of Medicine. His interests are in general physiology, endocrine physiology and aging. His is co-organizer of the International Aging Symposia [held every other year in Bregenz, Austria] and edits the proceedings, which are published in Experimental Gerontology. He also participates in the Endocrine Society's outreach program to minority institutions. He has previous teaching experience at all levels, and he has been very active in directing small group learning activities.

PHYSICS

PHYS 051 (MUSC 051): The interplay of Music and Physics

Communication Intensive (CI); Physical and Life Science (PL)

Laurie McNeil & Brent Wissick

M, 2:00PM-2:50PM & W, 2:00PM-3:40PM

This course is for students who are interested in how music is made, how sound is produced in instruments, and how those sounds have been used in music making from the twelfth century to the present day. Students study the basics of physics and music: wave motion, resonance, the perception of sound, scales, harmony, and music theory. The final project is a public performance of an original composition, a suite written especially for an "orchestra" made up of instruments that the students have constructed.

Students may also register for this course under MUSC 051.

Laurie McNeil spent her childhood in Ann Arbor, Michigan before studying Chemistry and Physics at Radcliffe College (Harvard University) and Physics at the University of Illinois at Urbana-Champaign, where she received her Ph.D. in 1982. After spending two years conducting research at MIT, she moved to Chapel Hill, where she has taught elementary physics, optics, solid-state physics, and materials science. Her seminar grows out of her life as a choral singer (and, earlier, a violinist and recorder player). When not singing with the Choral Society of Durham, she can be found in her laboratory using lasers to study the properties of materials.

PHYS 054: From the Matrix to Mission Impossible: Physics in Movies

Physical and Life Sciences (PL)

Christian Iliadis

TR, 8:00AM-9:15AM

In this seminar, we will analyze physics concepts by watching scenes from popular movies. The overall goal is to disentangle the complicated interplay of physics ideas in real-life situations and thereby to improve significantly our problem-solving skills. Emphasis is placed on group work rather than on traditional teaching. We will be addressing questions

such as: Which scenes from movies are unphysical and which are realistic? How are physicists portrayed in movies? How does physics research influence society? Ultimately, we will gain a more fundamental understanding for physical concepts and how these concepts shape our world view.

Christian Iliadis is a Greek who was born and raised in Germany. He obtained his diploma in physics from the University of Muenster/Germany in 1989. He then moved to Notre Dame where he received his Ph.D. in 1993. He spent 3 years in Vancouver, working in Canada's largest nuclear physics laboratory. Since 1996, he has been Professor of Physics & Astronomy at UNC, teaching a variety of undergraduate and graduate courses. His research interest is nuclear astrophysics, which is the science of how stars generate energy and produce the elements in the Universe via nuclear fusion reactions. His favorite hobby is soccer (or "football" as it is called in the rest of the world).

PHYS 071: Power Down: Preparing Your Community for the Transition from Cheap Oil

Quantitative Intensive (QI); Physical and Life Sciences (PL)

Gerald Cecil

TR, 3:30PM-4:45PM

Cheap domestic oil propelled the US to world economic and military dominance, and allowed us to feed and hence boost world population. Now that half of the world's oil supply has been consumed, the surging Chinese economy is competing for the hard half that remains, the flow is set to decline and prices to rise to rebalance demand. The effects in the first world will soon be to reduce dramatically the personal mobility and energy consumption that we take for granted, ending suburban sprawl and immigrant-driven economic growth. In the developing world, agricultural productivity hence population will shrink. This seminar will prepare students for these and other consequences of expensive energy by leading them to: understand what forms energy takes; learn to assess the efficiency and technologies of energy conversion; study the implications of higher energy costs on space conditioning, fertilizer

& food production, transportation, industry, pharmaceuticals, and communications/work patterns; and examine waste byproducts including the effects of greenhouse gases on global climate, and the long-term storage of nuclear waste. Students will also hear from guest lecturers who are working locally on the transition to renewable or practically inexhaustible energy sources.

Gerald Cecil is Professor of Physics and Astronomy. He served as Project Scientist for the SOAR Telescope in the Chilean Andes, an instrument for which UNC has a substantial timeshare. His research focuses on the structure and dynamics of galaxies, using large telescopes on the ground and in space to study this topic. His trips in the developing world have led him to ponder the ongoing energy transition and the failure of most physical scientists to reflect on the unsustainable basis of their vocation.

My First Year Seminar experience was one of fascination, curiosity, and collaboration. I participated in an oceanography seminar with Dr. Chris Martens. We discussed wild habitats and natural phenomena. At the same time, we acknowledged the relevance of these habitats to (and of nature's behavior on) the lives of humans. We traveled around the world on virtual tours. We also took a trip to explore the Outer Banks of North Carolina. I highly recommend taking a First Year Seminar.

–Emily H.

CITY AND REGIONAL PLANNING

PLAN 053: Changing American Job

Communication Intensive (CI); North Atlantic World (NA)

Nichola Lowe

TR 11:00AM-12:15PM

What will the U.S. labor market look like when incoming UNC students graduate four years from now? How will employment opportunities differ from those facing their parents and relatives a generation or two ago? This course explores these questions by looking at the changing nature of the American job and the transformative forces—from global trade and outsourcing to corporate restructuring and new skill demands—that have influenced this change in recent decades. We

will consider how these forces are experienced differently by urban and rural residents, by men and women and by members of different socio-economic and ethnic groups, including native-born and immigrant workers. We will also consider local and regional strategies for helping workers adapt to this changing work environment. The course will not only help students think about the larger economic and policy implications of U.S. labor market restructuring, but also how the forces behind this change might affect their own career goals and advancement opportunities.

Nichola Lowe received her Ph.D. in Urban Studies and Planning from MIT in 2003. Through her teaching and research, she explores the role that community actors and coalitions play in guiding processes of local and regional economic development. Her research not only raises questions about the impact of local support systems on business performance and success, but the degree to which community actors can shape business practices in ways that also reflect higher-order development goals and values. She applies what she studies to her work with Durham CAN, a community coalition that works to improve the lives of low-income Durham residents and working families.

PLAN 054: Bringing Life Back to Downtown: Commercial Redevelopment of North Carolina's Cities and Towns

Social & Behavioral Science/Other (SS)

Paul Kapp

TR, 9:30AM-10:45AM

This seminar's objective is to understand the current realities of inner-city communities in the context of



Living with Our Oceans and Atmosphere, MASC 052

their historical evolution and the current proposals for revitalization. Each student will select one city or town for case study work and become familiar with 1) the current situation to include redevelopment problems facing the area, the strategies supported by community leaders, the sites under consideration for commercial redevelopment, and the redevelopment plans for those sites; 2) the history of the place with emphasis on the community's early economic functions, why the area has failed to experience relative prosperity over time, and how current problems came to the fore; 3) plausible explanations of redevelopment problems; and 4) the viability of commercial redevelopment strategies and site-specific proposals. An important skill that will be developed in the course is the ability to use scholarly research to understand the issues and to evaluate alternative redevelopment strategies.

Paul Kapp is the preservation manager at Carolina. He received his architectural education from Cornell University, and a Masters of Science in Historic Preservation from the University of Pennsylvania. Prior to coming to Carolina in 2002, he had his own practice as a historical architect in Galax, Virginia, where he had the pleasure of working on renovation and restoration work at Colonial Williamsburg and James Madison's Montpelier. His primary responsibility at UNC is to insure that the rehabilitation of the historic buildings and grounds on campus are performed in a manner that respects the historic, architectural and landscape qualities that are so dear and important to the historic Carolina campus.

PLAN 055: Sustainable Cities

Social & Behavioral Science/Other (SS)

Todd BenDor

TR, 9:30AM-10:45AM

This seminar examines the sustainability of cities and regions. A sustainable community is one in which new development improves the quality of life of people in the community while preserving environmental functions. We will look at how cities have evolved over the past millennia and how the present approaches to property rights and urban development have detracted from sustainability and the quality of life in America. We

will critically examine a vision for more sustainable places, and we will look at actions that can be taken by citizens, businesses, and governments to help improve sustainability. By the end of this course, students will understand what constitutes a sustainable urban community and be able to articulate the major threats to sustainable development. Students will also have developed a sound base of knowledge about the validity, effectiveness, feasibility, strengths and weaknesses of various strategies and methods for fostering sustainability.

Todd BenDor is an Assistant Professor in the Department of City and Regional Planning. He received his Ph.D. in Regional Planning from the University of Illinois at Urbana-Champaign. His research uses computer modeling to better understand the impacts that human activities and development can have on sensitive environmental systems. His recent work has focused on understanding the social and economic consequences of environmental policies that require environmental restoration during the urban development process. Todd enjoys traveling, nature photography skiing, and laments the loss of his amateur status after winning 40 dollars in a pool tournament years ago.

POLITICAL SCIENCE

POLI 051: Plessy V. Ferguson

Philosophy & Moral Reasoning (PH); US Diversity (US); North Atlantic World (NA)

Donna Lefebvre
TR, 2:00-3:15PM

This course will introduce students to the law, civil rights, Southern history, politics, moral questions, and culture surrounding the 1896 case of Plessy v. Ferguson, a case that has had an impact on every part of our life in America.

Donna H. LeFebvre, JD , teaches law-related courses to undergraduates. She is from Myrtle Beach , S.C. , and graduated Phi Beta Kappa from the University of South Carolina , with a major in English and a minor in art history. She attended graduate school at UNC-CH in English and is a graduate of UNC Law School . She

is a member of the N.C. State Bar; the U.S. Court of Appeals for the Fourth Circuit Bar; and the United States Supreme Court Bar. Professor LeFebvre's areas of academic interest and teaching are morality, ethics, and the constitutional right of privacy; legal responses to violence against women; criminal law; civil rights and the criminal justice system; and human rights and international criminal law. She is also very interested in community-based learning for students; two of her four courses are service-learning courses, and she is director of the Political Science Internship Program.

POLI 062: Power Politics

Communication Intensive (CI); Social I& Behavioral Science (SS)

Terry Sullivan
W, 5:00-7:50PM

The use of political leadership stands at the center of an organized society; yet we know little of how our leaders exercise their influence with other decision-makers. In this course, students will examine theories of leadership ranging from ancient models of good character through the medieval theories of the religious tutors (Machiavelli and Erasmus) to modern business leadership, and then compare those theories with what real leaders do. To obtain this perspective, students will listen to secret recordings of bargaining between the president and other national leaders. This seminar teaches students about the differences between real leadership and theories of leadership. It also exposes them to the rigors of research projects conducted on the basis of real data they develop. In addition, this class will teach students how to write effectively and persuasively.

Terry Sullivan (Ph.D., University of Texas) teaches in the Political Science Department. His research focuses on political leadership, coalition bargaining, and White House operations. For the past 10 years, Professor Sullivan has directed the White House Transition Project, a multi institutional effort to smooth the way for the President-elect's new government.

POLI 066: US and the European Union: Partners or Rivals?

Social I& Behavioral Science (SS)

Gary Marks

M, 3:00-5:50PM

This course introduces students to the European Union and its relations with the United States. Why is there a European Union? How does it operate? How has it developed? What difference has it made in the lives of Europeans? What kind of polity is emerging at the European level, and how does it differ from federalism in the United States? What are the main tensions in the US-EU relationship? Why have they arisen? Are they temporary, or do conflicts run deeper? What do elites on both sides of the Atlantic believe? And what do American citizens think? Is European integration the beginning of the end of the national state in Western Europe, or will states harness the process within their current institutional structures?

These questions are straightforward, but they have no simple answers. Students in this seminar will have an opportunity to think through the character and dynamics of European integration by reading speeches of contemporaries, evaluating alternative theories of European integration, and by using a variety of additional resources, including the web.

*Gary Marks is Burton Craige Professor of Political Science and Professor in the Chair for the study of multi-level governance at the Free University of Amsterdam. He served for twelve years as founding director of the UNC Center for European Studies and has served as Chair of the European Community Studies Association. Marks' teaching and research interests lie in the field of comparative politics. His recent books include Multi-Level Governance and European Integration (with Liesbet Hooghe; Rowman & Littlefield, 2001), It Didn't Happen Here: Why Socialism Failed in the United States (with Seymour Martin Lipset; Norton, 2000), Continuity and Change in Contemporary Capitalism (coedited with Herbert Kitschelt, Peter Lange, and John Stephens; CUP 1999) and European Integration and Political Conflict (co-edited with Marco Steenbergen, CUP 2004). He recently edited a special issue of *Electoral Studies*, "Comparing Measures Of Party Positioning: Expert, Manifesto, And Survey Data."*

POLI 089: Entrepreneurship in Economic and Community Development

US Diversity (US); North Atlantic World (NA)

Michele Hoyman

M, 3:00-5:50PM

The over-arching goal of this seminar is to teach students the fundamentals of basic entrepreneurship and economic development theory and how to apply these fundamentals in a service or research opportunity with a local nonprofit organization or with the professor. If the student does the undergraduate research option, it will be the professor of the course who supervises it. Students will reach this goal through reading interdisciplinary literature on the practical application of entrepreneurship and economic development and applying this knowledge in the course of their service or research opportunity.

Entrepreneurial decisions in economic development are not purely theoretical propositions, but a practical set of strategies that communities, businesses or individual entrepreneurs choose to use. Entrepreneurship and community strategies include: business incubators, micro-financing, venture capital, Main Street programs, the utilization of art districts, and social entrepreneurship. We will spend time in class discussing how a community can evaluate whether a particular entrepreneurial strategy is good "fit" for the community being considered. Criteria for judging entrepreneurship strategies on a community level include an assessment of the type, quality, and benefits of proposed jobs a particular strategy will generate, as well as the match of these jobs with the skills of that community's unemployed residents, and the prospect that the strategy will develop human capital (job training and education) and social capital, such as non-profits) within the community.

Michele M. Hoyman, Associate Professor of Political Science, received her Ph.D. in Political Science from the University of Michigan in 1978. Her research includes union democracy, civil rights compliance of labor unions, litigiousness of workers, and training, including joint labor-management training programs and economic development. She has also been a professional labor arbitrator since 1987. Her most recent research areas have included a

project on gender and arbitration and a project looking at prisons as rural economic development trophies.

PUBLIC POLICY

PLCY 050: Environment and Labor in the Global Economy

Social & Behavioral Science/Other (SS)

Richard Andrews

TR, 2:00PM-3:15PM

The recent rapid globalization of manufacturing and finance raises important public policy issues concerning impacts on the environment, labor, and communities. Does the globalization of business harm the environment, working conditions, and human rights, or improve them? Under what circumstances, and what public policies are needed to assure that these values are protected? What are the recent anti-globalization protests about, and do their arguments have merit? How do these issues affect us as individuals, and what responsibility do institutions such as universities bear, as well as businesses and governments, in responding to them? This seminar will explore these issues, using as case studies several major companies that manufacture products in less-developed countries for the U.S. market.

Richard N. L. Andrews is Thomas Willis Lambeth Distinguished Professor of Public Policy. He teaches environmental policy, and also co-chaired the chancellor's advisory committee on labor issues in the manufacture of items with UNC's name on them. In addition to the United States, he has worked on comparative studies of environmental policy in the U.S. and Europe and on environmental policy problems as a Fulbright scholar in Austria and Bulgaria, with U.S. AID support in the Czech Republic and Thailand, and as a Peace Corps volunteer in Nepal.

PLCY 089: Innovation, Entrepreneurship and Economic Growth

Historical Analysis (HS)

Maryann Feldman

M, 2:00pm-4:30pm

This seminar provides an introduction to

entrepreneurship and innovation, and considers their relationship to economic growth. The focus is on historical examples of entrepreneurs who created enduring innovations, emphasizing the context that set the stage, the strategy employed by the entrepreneur, and the public policies that supported the opportunity and the growth of the enterprise. The objective is to recognize the potential of new technologies, changes in consumer taste and shifts in the external environment as economic opportunities. The course emphasizes entrepreneurs as part of a larger societal system that both determines what is possible and also changes in response to entrepreneurial actions. The role of public policy in providing incentives for entrepreneurship and innovation and setting social priorities is discussed.

Maryann P. Feldman is the S. K. Heninger Distinguished Professor of Public Policy. Her work focuses on innovation and technological change, specifically understanding the sources of new ideas and the conditions that promote entrepreneurship and firm success. She has a Ph.D. in Economics and Management from Carnegie Mellon University.

PSYCHOLOGY

PSYC 058: The Psychology of Mental States and Language Use

Social & Behavioral Science/Other (SS) [GC Social Science]

Jennifer Arnold

TR, 8:00AM-9:15AM

Adults constantly make judgments about other people's beliefs, desires, goals, knowledge, and intentions from evidence like eye gaze and inferences from their words and actions. These judgments together can be called mentalizing, mind-reading, or theory of mind (where "theory" refers to the theory an individual might hold about another's mental state, not a scientific theory). This information is known to guide some aspects of language use -- for example, you wouldn't ask someone to hand you "that book" if they don't know it exists. But some of the finer processes of language comprehension or production may proceed independently of these judgments, especially if they are too complex to happen

quickly. This course examines a set of phenomena known as mentalizing, or theory of mind, and how mentalizing affects the development of language, adult language use, and the language of autistic individuals, who are known to have difficulty reasoning about others' minds. This seminar will follow a discussion format.

Jennifer Arnold, Ph.D., Stanford University, is an assistant professor in the Cognitive Program of the Psychology Department at UNC. She conducts research on the psychology of language, with a focus on the on-line processes of language comprehension and production, with both adults and children. Much of her research monitors participants' eye movements as they follow instructions, which provides information about how they integrate linguistic and nonlinguistic information on a moment-by-moment basis.

PSYC 063H: Persuasion, Passion, and Participation: The Psychology of Politics

Communication Intensive (CI); Social & Behavioral Science / Other (SS) [GC Social Science]

Melanie Green

TR, 11:00AM-12:15PM

How do political campaigns work? What kind of influence do the media have on political decisions? What do poll results really mean? We'll be exploring these questions and more in this seminar. Political psychology draws on psychological theory to enrich our understanding of phenomena in the political sphere, and at the same time, uses insights gained in the political domain to clarify our understanding of psychological theory. We'll explore this exciting subfield in the context of current political events, with a particular focus on campaigns and elections. Class assignments will include projects, debates, and thought papers.

Melanie Green (Ph.D., Ohio State University) is an Assistant Professor in the Psychology Department. She is a social psychologist who studies how narratives can change people's beliefs, as well as how technology affects communities and social engagement. Before moving to North Carolina, she lived in the "swing states" of Florida, Ohio, and Pennsylvania.

PSYC 065: Judgment and Decision Making in Everyday Life

Social and Behavioral Sciences (SS)

Lawrence J. Sanna

TR, 12:30PM-1:45PM

This course focuses on understanding people's judgment and decision making processes in everyday life. Throughout our lives, we make decisions both big (e.g., choosing a career, ending a romantic relationship) and small (e.g., wondering whether we ordered pizza from the best place in town). How do we make decisions such as these? Why do many of our decisions produce very strong feelings and emotions within us? What biases our decisions? How can we make better decisions in the future? What aspects of judgment and decision making are beyond our control? Social psychologists have become the vanguard in judgment and decision making research, borrowing many ideas from cognitive, personality, developmental, and clinical psychology. Although we will examine judgment and decision making from a social psychological perspective, we will also draw upon other areas of psychology and other interdisciplinary approaches (e.g., economics, decision sciences) as appropriate.

Lawrence J. Sanna is a Professor of Psychology and Director of the Social Psychology Program at the University of North Carolina at Chapel Hill. He earned a B.S. at the University of Connecticut and M.S. and Ph.D. at the Pennsylvania State University. Dr. Sanna has published numerous books and articles on social cognition, judgment, and decision making in individuals, groups, and organizations.

RELIGIOUS STUDIES

RELI 067: Nature, Culture, Self-Identity: Religion in the Construction of Social Life

Social & Behavioral Science (SS)

Lauren Leve

TR, 11:00-12:15

What is the relationship between caste and individualism in India? Is there really no such thing as a self, as Buddhism teaches? How are Judeo-

Christian ideas about providence, freedom, and agency embedded in American understandings of democratic citizenship and economic behavior? This course examines how different religious traditions conceive of human nature and the ways that these understandings are reflected in diverse forms of personal identity and public life. Readings may include biography, philosophy and law as well as anthropology and social theory; ethnographic case studies from places such as India, Nepal, Tibet, Brazil, the Middle East, and the USA; and excerpts from a variety of scriptural traditions. By the end of the course, students can expect to have sharpened their critical reading and analytical skills and to be able to identify, understand and articulate the ways in which religiously-constituted understandings of what it is to be human shape cultural beliefs, institutions, and self-identity.

Lauren Leve received her Ph.D. in Cultural Anthropology from Princeton. Now an assistant professor of Religious Studies, she has been living and working in Nepal since 1990; sometimes for a few weeks at a time, sometimes for a few years. She has written on topics that include Buddhism, globalization, women's empowerment, theories of rural revolution and human rights. Her research has also brought her to Thailand, Sri Lanka and India. Given the chance, she will travel just about anywhere, any time. She is grateful to the monks, nuns, householders, newly-literate women, NGO staff, Maoists and others who have opened their homes to her and taught her to (try to) see through their eyes. She reports that it's a little disorienting at first, but that once you learn to learn from others' perspectives, there's no going back and no better way!

RELI 068H: Charisma in Religion, Science, and Poetry: Studies in the Entrepreneurial Imagination

Philosophy & Moral Reasoning (PH)

Ruel Tyson

TR, 11:00-12:15PM

Before the arrival of the entrepreneurs in the contemporary meaning of the term, there were prophets, poets and scientists. The students in this seminar will identify, characterize, and compare strong cases from each of these types of change

agents. In what ways were they all practitioners of that elusive skill and virtuosity we call “charisma”? What does the poet have to say to the prophet, the scientist/philosopher to both? How do the methods and imaginations of each equip students to be entrepreneurial in their own learning, their own ventures while continuing their education at this university?

Ruel W. Tyson Jr. has been at UNC-Chapel Hill for 33 years, serving as chair of the Department of Religious Studies, founding director of the Carolina Seminars Program, and founding director of the Institute for the Arts and Humanities. He received the Salgo Distinguished Teaching Award and the Chancellor's Award. He is also a member of the Golden Fleece at UNC-Chapel Hill. Although he is a native of flat, sandy, and humid eastern North Carolina, he has now cast his roots in the Blue Ridge Mountains of North Carolina.

Being in a First Year Seminar really helped me to adjust to the new environment. My interactions with the class and the teacher were really great. In fact, I am still in touch with my professor and often visit her. The small class sizes encouraged constant interaction between the students themselves and the teacher. It fostered an atmosphere of positive vibes.

— Ankit T.

RELI 074H: Person, Time, & Religious Conduct

Philosophical & Moral Reasoning (PH)

Jonathan Boyarin

TR, 9:30-10:45

What we call religion and ritual address fundamental human questions: What happens when we die? Did we exist before we were born? Does our skin define the limits of our being? Why are we named for ancestors, for saints, for martyrs or teachers? Most pertinently: How do we act in the face of all these questions? This course considers religious strategies from a broad range of historical and current traditions that guide human action in ways that link individuals to those who came before

them, those who will come after and those around them now. By the end of this seminar, students will learn to see a wide range of human practices, from body markings to pilgrimage, fasting and martyrdom, as responses to anxieties and dilemmas shared by homo sapiens across the bounds of culture and history—and will be able to address these questions using the tools and insights of current scholarship.

Jonathan Boyarin was raised in a community of New Jersey Jewish chicken farmers, where he developed a lifelong fascination with the Yiddish language and culture of East European Jewry. An anthropologist by training, he is equally interested in texts, communities and persons of the past and present—especially old people, who know what we must all someday learn. For the past thirty years, he has lived on the famous Lower East Side of New York City. A few of his books are From a Ruined Garden: The Memorial Books of Polish Jewry; Storm from Paradise: The Politics of Jewish Memory; and Powers of Diaspora.

ROMANCE LANGUAGES

ROML 050: The Art and Science of Language

Social & Behavioral Science/Other (SS)

James Noblitt

TR, 9:30AM-10:45AM

This seminar provides an opportunity to examine the impact of information technology on language use. Multimedia presentations in class will combine image, sound, and text to demonstrate the expressive uses of language in other cultures. Using the Romance languages for context, students will also examine issues that confront a multi-cultural society, such as the development of standards for oral and written communication as well as the linguistic aspects of power and prestige. Previous study of a Romance language is not required, since readings are in English, but those who have studied a Romance language will find a new perspective on their previous language study. Students participate in an online discussion forum to create a dialogue on the various issues raised and to engage in collaborative learning. Readings for the course provide three focal points:

- Language & Evolution: What are the biological determinants of language?
- Language & Technology: How does writing differ from speaking?
- Language & Thought: Why does literacy lead to science?

Students are asked to explore the links between Arts and Sciences as they examine a variety of texts, from popular music to scientific prose. Particular emphasis is placed on the contribution of recent developments in the cognitive sciences to our understanding of human language. The seminar grade will depend on an understanding of primary text readings, contributions to class discussion, and weekly submissions to the online discussion forum. In addition, students will prepare a multimedia presentation for their class project consisting of research on actual language use. This seminar focuses on critical thinking, originality, and creativity.

James S. Noblitt is Research Professor of Romance Languages and Director, Foreign Language Resource Center. He earned his B.A. and M.A. degrees at the University of Virginia and his Ph.D. at Harvard University. His academic training is in Linguistics and Romance Philology. The seminar combines the aesthetic analysis of language with insights from the cognitive sciences. Students use modern information technology to explore the broad range of issues raised by language study. Professor Noblitt's recent honors include the 1996 Modern Language Association/EDUCOM medal for research and development in the use of information technology for language teaching and learning.

ROML 060: Spanish and Entrepreneurship: Languages, Cultures, and North Carolina Communities

Communication Intensive (CI); Global Issues (GL); Experiential Education (EE)

Darcy Lear

MWF, 1:00PM-1:50PM

How can social service agencies in North Carolina communities be made sustainable through the application of entrepreneurial principles? To answer that question, we will study the theory and practice of social entrepreneurship—a process of opportunity

recognition, resource gathering, and value creation that can bring sustainability to a social mission. Using the critical thinking skills emphasized in the course, students will identify issues of social justice in North Carolina Latino communities and learn pertinent business skills that can help sustain endeavors to address those community problems. In this seminar, students experience rather than simply examine the bilingual and bicultural commercial and social enterprises that surround our campus by working in a local agency or business 2-3 hours each week. Through community service-learning, students apply all the knowledge and skills developed in the course.

Darcy Lear has been a faculty member in Romance Languages since Fall 2006. She is the coordinator of the Spanish for the Professions minor, a program that lends itself well to her interests in entrepreneurship, Spanish in the U.S., and service-learning. Previously she co-founded and taught in the “Spanish and Illinois Program” at the University of Illinois, Urbana-Champaign. While at Illinois, she received the Social Entrepreneurship Award sponsored by the Vice Chancellor for Research and the Champaign County Economic Development Council. She is also the co-author of a forthcoming McGraw-Hill introductory Spanish language textbook.

SOCIOLOGY

SOCI 058: Globalization, Work, and Inequality

Global Issues (GL); Social & Behavioral Science/Other (SS)

Ted Mouw

TR, 12:30PM-1:45PM

This seminar, which presents a comparative and multidisciplinary perspective on how globalization affects labor markets and inequality, will consist of two parts. First, we will discuss basic sociological and economic models of work and globalization, and then students will apply these models to three case studies: 1) “sweatshops” and the question of international labor standards, 2) industrialization and development in China and Indonesia, and 3) immigration and economic integration between the U.S. and Mexico. The course will be taught in a seminar format and students will prepare research papers on one of the three case studies.

Course readings will be supplemented by the teacher’s current research on two questions: 1) What are conditions actually like for workers in Nike plants in Indonesia? (Interviews and a photo-narrative). 2) How does the labor market work for undocumented Mexican workers? (Interviews from Carrboro, NC, part of my personal research project.)

Ted Mouw is a sociologist who studies social demography, labor markets, and inequality. He received his Ph.D. (in sociology) and MA (in economics) in 1999 from Michigan. He is currently working on a project on globalization and low-wage labor markets. There are three components to this project: 1) Longitudinal evidence on “dead end jobs” and working poverty in the U.S., 2) immigration and the labor market for Mexican migrants, and 3) industrialization and labor conditions in Mexico and Indonesia. He has also researched the use of job contacts to find work and racial friendship segregation in schools. After college he lived in Indonesia for two years, where he taught English, studied Indonesian and Javanese, and climbed volcanoes.

SOCI 066: Citizenship and Society in the United States

North Atlantic World (NA)); Social & Behavioral Science/Other (SS)

Andrew Perrin

TR, 2:00PM-3:15PM

Americans are taught that democracy and citizenship go hand in hand: being a good citizen may mean voting, writing letters, and taking other actions to “make one’s voice heard.” This course examines what citizenship means, and what it has meant during the course of American history. Through intensive observations of the election campaign and the voting process, we examine the extent to which our current ways of doing citizenship match historical and current ideas about how democracy ought to work. Throughout the course, we challenge both the conventional wisdom about democracy and our own assumptions about citizenship and America’s civic health.

Andrew Perrin is a cultural sociologist who specializes in American democracy, citizenship, and public opinion. He received his Ph.D. in sociology in 2001 from the

University of California, Berkeley. His 2006 book, *Citizen Speak: The Democratic Imagination in American Life*, explores the links between everyday life and democratic citizenship. He has conducted research in the past, among other topics, on letters to the editor; on the importance of, and contests over, time in American politics; on human rights in the United States; and on just what we mean when we talk about “public opinion.” He is currently continuing research on how Americans use letters to the editor as a way of enacting good citizenship and completing a translation of a lost public opinion experiment from 1940s Germany.

SOCI 068: Immigration in Contemporary America

Communication Intensive (CI); Social & Behavioral Science / Other (SS); Global Issues (GL); U.S. Diversity (US)

Jackie Hagan

TR, 3:30PM-4:45PM

Contemporary international migration is transforming politics, economics, social relations, and ethnic identities in societies throughout the world. This course is designed to introduce students to some of the implications of international migration to the United States from a historical and comparative perspective. We will look at why people migrate, how citizens respond to that migration, how the federal government regulates migration, and how local communities manage the settlement of its newcomers.

In the first part of the course students will familiarize themselves with global, regional and local trends in migration, focusing on the different migrant streams that constitute contemporary international migration, from refugee flows to the voluntary movement of foreign students. We will pay special attention to the specific case of the United States, comparing historical and contemporary migration streams to this country, including the movement of migrant workers to new areas of settlement—such as North Carolina. In the second section of the course we will focus on some of the political, economic and social contexts in which the decision to migrate is made. In the third section of the course, we will focus on how the public responds to immigration. We will then move

forward to examine what happens to immigrants once they arrive and settle in the United States.

*Jacqueline Maria Hagan, Associate Professor of Sociology, joined the Department of Sociology at UNC in fall 2005. Born in Chile to parents of different nationalities, and as the daughter of a career diplomat, she developed early on a personal and intellectual interest in the topic of international migration, especially international migration from Latin America. She has done fieldwork in migrant receiving communities in Texas and their sending counterparts in Mexico and Central America. She is author of *Deciding to be Legal* (Temple 1994) and *Migration Miracle* (Harvard University Press 2008). She has written extensively on the effects of recent U.S. immigration reform initiatives on the rights and opportunities of immigrants and their families in the United States.*

STATISTICS AND OPERATIONS RESEARCH

STOR 062: Probability & Paradoxes

Quantitative Intensive (QI)

Douglas Kelly

TR, 3:30PM-4:45PM

Did you know the following? Among 40 randomly chosen people, it is very likely that two of them will have the same birthday. A test for a certain disease may be 99 percent accurate, and yet if you test positive, your chance of having the disease may be only 10 percent. There is a simple gambling system that guarantees you will win 90 percent of the time. But if you gamble repeatedly with this system, you will surely lose all your money. It is possible for baseball player A to have a higher batting average than player B for the first half of the season, and also for the second half of the season, but for player B to have a higher average for the season. The theory of probability offers one approach to the uncertainty and chance that exist in the world. It leads, as you see in the examples cited, to some surprising conclusions, and understanding these surprises adds to our understanding of how randomness works. In this seminar we will look at these and other seeming paradoxes, and learn how we can explain them. Each one will lead us to one or more of the basic concepts of probability theory. We will study

these paradoxes using simple chance experiments with objects like dice and cards, or by computer spreadsheet calculations.

Douglas G. Kelly has taught statistics, operations research, and mathematics at UNC-CH for over thirty-five years, and is now a full-time faculty member in the Department of Statistics and Operations Research. Previously he served as Chair of the Department of Statistics and later as the Senior Associate Dean for the Sciences in the College of Arts and Sciences. His research interests have centered on the concept of randomness, and on how the study of random phenomena can shed light on other areas of science. He has worked in recent years as a collaborator with neuroscientists, and currently is interested in studying models of the evolution of cooperative behavior. Outside his professional life he is interested in, among other things, music and baseball.

STOR 064: A Random Walk Down Wall Street

Quantitative Intensive (QI)

Chuanshu Ji
TR, 9:30AM-10:45AM

The ups and downs of many stocks, bonds, and mutual funds in the past few years have made a significant impact on our society. Accordingly, a good understanding of financial markets becomes a necessary part of our education. This course is intended to provide students with a multimedia platform on which they can learn some basic concepts in finance and economics, useful tools for collecting and summarizing financial data, and simple probability models for quantification of the market uncertainty. Students will actively participate in the seminar's organization. A number of small projects will be assigned to students, supervised by the instructor. The projects include data analysis using Excel, experimentation of simple investment strategies and portfolios through "virtual trading," discussions on the performance of those portfolios and related probability calculation. Students will present what they conduct in the assigned projects. The course grades will be based on the results of the students' presentations.

Chuanshu Ji joined the UNC-Chapel Hill statistics faculty after getting his Ph.D. in 1988 from Columbia University. Ji's research involves using statistics to quantify uncertainty and randomness in various problems in natural and social science. One example is to understand patterns of stock markets and predict their behaviors, where it becomes useful to present financial data graphically and run related computer simulation. He also teaches statistics and probability courses at undergraduate and graduate levels.

STOR 072: Unlocking the Genetic Code

Quantitative Intensive (QI)

J. Scott Provan
MWF, 9:00AM-9:50AM

This seminar introduces students to the world of genetics and DNA, and in particular, the use of computers and operations research to organize and make use of the complex combinatorial, probabilistic, and statistical systems associated with understanding the structure and dynamics of DNA and heredity. The students will discuss the importance that knowledge of the structure of DNA can have on improving human life, the complexity of the related problems associated with understanding and using this information, and hands-on use of the computer to model and solve some of these complex problems. Grades will be based on class discussion, exams, and problem-solving assignments. No previous computer skills or mathematics beyond basic algebra are required.

J. Scott Provan obtained his Ph.D. in Operations Research from Cornell University in 1977. He taught at the State University of New York at Stony Brook from 1977 through 1982, and he spent 1980-82 as an NRC Postdoctoral Associate at the National Institute of Standards and Technology. He has been at the University of North Carolina since 1982. He held the Paul Ziff Term Professorship at the University of North Carolina and is a former chair of the department.

WOMEN'S STUDIES

WMST 089: Plantation Lullabies: Literature By and About African “American” Women

North Atlantic World (NA)); Literary Arts (LA)

Tanya Shields

MW, 5:00PM-6:15PM

Have you ever had historical déjà vu? Were you ever struck by historical images in contemporary places? If not, you might be surprised to know how much of the past is hidden in plain sight. This class offers analytical strategies for understanding different ways that plantation culture was represented metaphorically in the 19th and 20th centuries with a view to understanding how it continues to manifest itself today. We will explore the idea of the plantation as a physical place, an often-nostalgic idea, and a lasting economic system. We will journey through poetry, film, literature, and some music to see how these echoes appear in various women's texts from the US and the Caribbean. In fact, we will also have the unique opportunity to visit a local plantation. We will consider how our own identities inform our reactions to these texts and our broader environment.

*Tanya Shields received her Ph.D. in Comparative Literature. Her area of specialization is the Caribbean, specifically literature and its role in Caribbean region building. She is an Assistant Professor in the Curriculum of Women Studies at UNC-Chapel Hill. Dr. Shields has presented papers throughout the Caribbean and in Africa. She has published in the journal Enculturation and the anthology, *Only the Bitter Come: Caribbean Vernacular Culture in the Trans-Nation*.*

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