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.

Carolina’s First Year Seminar (FYS) Program provides a unique academic opportunity within our broader curriculum. FYS have no more than two dozen students, they are taught by our most distinguished researchers and most skillful teachers, and they address topics that are on the frontier of scholarship or research. Thus, FYS give first-year students the opportunity to work together with faculty and classmates on a shared experience that previews the exciting world of engaged scholarship that awaits them.

FYS are “regular courses” in the sense that they are one semester in duration, offered in the fall and spring, provide 3 credit hours, and meet General Education Requirements. FYS go beyond “regular courses” in their emphasis on active learning, which may take the form of class discussion, but often entails other modes of engagement such as fieldwork, artistic performances, class trips, presentations, projects, or experiments. FYS also help students refine their ability to communicate clearly and persuasively in a wide array of formats. And, perhaps most important, FYS are designed to be lively and fun, encouraging students to engage in the excitement of engaged scholarship and intellectual discovery.

Plan Ahead
Most students find several FYS that are directly relevant to their interests, but this strategy is a bit shortsighted. Students eventually enroll in advanced courses in their major. A FYS helps students explore a topic of potential interest that is new and unfamiliar. Not only does this experience expand the mind (and possibly, the career path), but also it provides students with an opportunity to attain some of their more challenging curricular requirements in a pleasant way.

FYS have limited capacity and thus fill up very quickly during registration. Successful registration is most likely for students who attempt to register in a dozen or more FYS that would be of interest. When registration is available in Connect Carolina, students can continue seeking seats in these FYS and also view all FYS that have open seats. Finally, seat swapping continues during the first week of classes. Most FYS are offered only once in an academic year, but we offer almost as many FYS in the spring semester as we do in the fall semester.

Please be wise and take advantage of this valuable learning experience!

A Note from J. Steven Reznick
Associate Dean for First Year Seminars and Academic Experiences

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 web site: 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.
The University of North Carolina at Chapel Hill

FIRST YEAR SEMINARS

Please consult ConnectCarolina and the FYS website for the most up-to-date information about FYS offerings and availability.

AFRICAN STUDIES

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

Communication Intensive (CI); Beyond the North Atlantic (BN)

Bereket H. Selassie
TR, 11:00 am–12:15 pm

This seminar is designed to introduce first year students to Africa’s modern history and politics. Starting with a brief, recent history of the continent, we will focus on the variety of systems of government in Africa 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?

Bereket Selassie is the William E. Leuchtenburg Professor of African Studies, and Professor of Law at UNC, Chapel Hill. After over 20 years of engagement in government, law and diplomacy, Professor Selassie chose university teaching as a career. He has always enjoyed teaching, even when in government, and he has been engaged in full-time teaching for 29 years. Professor Selassie’s roles in government service have included serving as Attorney General and Associate Supreme Court Justice of Ethiopia, among other positions. More recently, he served as the Chairman of the Constitutional Commission of Eritrea (1994-1997), and he has been a senior consultant on the drafting of constitutions in Nigeria, Iraq, and other countries.

AFRO-AMERICAN STUDIES

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

Social and Behavioral Sciences (SS); U.S. Diversity (US)

Timothy McMillan
TR, 9:30 am–10:45 am

America is an increasingly multicultural and diverse nation. And yet, the central concepts of race and diversity are often poorly defined. Racial categories have been used in the U.S. 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. In this seminar, we will focus on politics and race in the U.S. and internationally. How did blackness and whiteness play out in the election of Barack Obama? The intersection of race and educational policy in the US, France, and Kenya will be explored. Position papers responding to films, readings, and blogs; class discussion; and a final documentary project exploring race and society will be used to evaluate students’ understanding of the meaning of blackness in the U.S. and the larger global community.

Timothy McMillan is an adjunct assistant professor in, and the associate chair of, 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, MA; and Chapel Hill, NC. In 2007 he won the Tanner Award for Excellence in Undergraduate Teaching. Dr. 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 and interests, he is not related to well known African American author Terry McMillan.

**AMERICAN STUDIES**

**AMST 055: Birth and Death in the United States**

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

**Timothy Marr**

**TR, 8:00 am–9:15 am**

This seminar explores birth and death as essential human rites of passage impacted by changing American historical and cultural contexts. Both are defining life events beyond experiential recall, so studying them in interdisciplinary ways opens powerful insights into how culture informs the meaning we give to our bodies and social identities. Readings and assignments are designed to study changing anthropological rituals, medical procedures, scientific technologies, and ethical quandaries. Students will germinate their own conceptions for a birth project before fall break and will explore an aspect of the cultural life of death in America for their final. We will also explore a variety of representations of birth and death in literary expression, film, and material culture as well as in hospitals, funeral homes, and cemeteries.

*Timothy Marr is an Associate Professor in the Department of American Studies, where since 2000 he has taught courses on mating and marriage, cultural memory, and tobacco. He taught in California, Pakistan, and Australia before completing his doctorate in American Studies at Yale University. His research interests include the life and works of Herman Melville and American attitudes towards Islam and Muslims.*

**AMST 057: Access to Higher Education**

**Carolina Entrepreneurial Initiative**

*Social and Behavioral Science (SS); Experiential Education (EE); North Atlantic World (NA)*

**Rachel Willis**

**TR, 11:00 am–12:15 pm**

Access to higher education requires ability, experience, and skills. Success in application, admission, matriculation, and graduation is a function of numerous other advantages as well. This seminar explores barriers to access to American colleges and universities with a particular focus on disadvantages created through differences in three linked dimensions: socioeconomic circumstances, the increasing role of digital technologies in higher education, and barriers for students with physical disabilities. A broad survey of the college admissions process and policies concerning equitable access to higher education will be supplemented with a range of resources that focus on a specific disadvantage. As a Carolina Entrepreneurial Initiative offering, this FYS has an additional goal of developing the social entrepreneurial skills of seminar students. An active service-learning pedagogy will facilitate the development, implementation, and documentation of a team project to improve access to schools in the UNC system with respect to the current focus.

*Rachel Willis is the Bowman and Gordon Gray Associate Professor of American Studies and an Adjunct Professor of Economics. In 2009 she was a GSK Faculty Fellow on Transportation Policy at the Institute for Emerging Issues at NCSU. She earned her Ph.D. at Northwestern University with a thesis on academic labor markets. Her research and public service focus on access to work and include transportation, childcare, and education policies. Winner of dozens of teaching awards, Willis is known for her field teaching in sock factories, on trains, in the mountains, and on the beach. Her goal is to teach her students to navigate the future by engaging them in discovering the importance of access to the benefits of community.*

**AMST 059: Yoga in Modern America: History, Belief, Commerce**

**Carolina Entrepreneurial Initiative**

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

**Jay Garcia**

**MW, 3:30 pm–4:45 pm**

This seminar offers a chronological and interdisciplinary exploration of yoga in the U.S. from the late-nineteenth century to the present. Following prefatory readings in yoga philosophy, the seminar concentrates on discussions of yoga undertaken by American writers, including Henry David Thoreau, William James and Christopher Isherwood, among others. The seminar will also address the commercial networks that helped to bring yoga to the U.S. via...
lecture circuits for Hindu thinkers and the complex versions of yoga that have arisen within the contours of the U.S. economy. Discussions will focus on the status of yoga as a growing industry in North America ($18 billion in 2007), practical and philosophical tensions created by the divergent inflections given to yoga (exercise regimen, spiritual practice and business, among others) and recent debates about how or if yoga can be patented. We will also draw upon the expertise of local residents who participate in different ways in the yoga community. Through readings, visitors and writing assignments, students will gain a detailed understanding of issues and questions involving the complex processes of transplantation that have made yoga practices a feature of contemporary American life.

Jay Garcia has taught courses in American Studies at UNC–Chapel Hill since 2004. Before arriving in Chapel Hill, he lived in New Haven, Connecticut, where he received a Ph.D. in American Studies at Yale University. His research has focused largely on mid-twentieth century American intellectual and cultural history. He is completing a book titled Psychology Comes to Harlem: Race, Intellectuals and Culture in the Mid-Twentieth Century U.S. His interests include the history of U.S. racial formation and transnational approaches to American culture.

AMST 089: A Semester at Walden
Literary Arts (LA); North Atlantic World (NA)
Robert Cantwell
MWF, 10:00 am–10:50 am

Thoreau’s Walden transports us to the shores of Walden Pond in the 1840s, acquaints us with the details of its native plants and animals, transforms the language of natural science into a symbolic scheme of the ethical and spiritual life, mounts a powerful critique of capitalist development, and tells the moving story of what sent its author to the woods and what he learned there. Students will assess Thoreau’s literary and practical effort to build a foundation under Emerson’s dictum that “nature is the symbol of the spirit.” Through reading, class discussion, critical writing and their own daily journal, students will explore the literal, figurative, symbolic and transcendental meanings of Walden, while conducting under its influence an experiment of their own in the deliberate life through daily written observation and reflection.

Robert Cantwell, Townsend Ludington Professor of American Studies and 2010 winner of the Tanner Award for Excellence in Undergraduate Teaching, joined the UNC faculty in 1993. He teaches courses in the literature, politics, and culture, especially the vernacular culture, of 19th and 20th century America, has published books on bluegrass music, the folk revival, and folklore theory, essays in music, literary, and cultural criticism, and received fellowships from the National Endowment for the Arts, the Guggenheim Foundation, and the American Council of Learned Societies. He is eager to share Walden, with which he inaugurated his teaching career, with a new class of incoming students prepared to read it for new meanings.

ANTHROPOLOGY

ANTH 060H: Crisis and Resilience: Past and Future of Human Societies
Historical Analysis (HS); Communication Intensive (CI); Beyond the North Atlantic (BN)
Patricia McAnany
TR, 12:30 pm–1:45 pm

The goal of this seminar is to encourage students to take a long view of human society and to examine responses to crises engendered by both political and environmental forces. Cases to be discussed in the seminar reach back to Mesopotamia (3rd millennium BC), Classic Maya and U.S. Pueblo dwellers of the first millennium AD but also include contemporary situations such as the Rwanda genocide, nations such as Haiti that are alleged to be “failed” states, and the global crisis of environmental sustainability. Students will gain familiarity with evaluating primary sources in archaeology, history, and environmental studies. The ultimate aim of the seminar is to foster critical analytic skills that aid in evaluating narratives (in both scholarly and popular media) about societal crises and human resilience.

Patricia A. McAnany, Kenan Eminent Professor of Anthropology, has conducted archaeological research and cultural heritage programs in the Maya region for 15 years.
Her current project, the Maya Area Cultural Heritage Initiative (MACHI), www.machiproject.org, focuses on educational programs with descendant Maya communities. With support from the National Science Foundation, she has researched the political economy of cacao (chocolate) and salt production in the Sibun Valley as well as ancestor veneration and wetlands reclamation at K’axob. The author of numerous books and articles, she is co-editor (with Norman Yoffee) of Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire, Cambridge University Press, 2009. She maintains an active interest in scenarios of societal crises and human resilience as portrayed in popular and scholarly media.

ANTH 089: Public Archaeology in Bronzeville: Research and Community Engagement in Chicago’s Black Metropolis

Experiential Education (EE); Historical Analysis (HS)
Anna Agbe-Davies
MWF, 10:00 am–10:50 am

The term “African diaspora” usually refers to the consequences of the transatlantic slave trade, but there have been many diasporas of people of African descent. One major movement took place in the early 20th century U.S. when millions left small southern communities for large industrial northern cities. This class examines that phenomenon through the lens of a single site where migrants lived in the city of Chicago. The Phyllis Wheatley Home for Girls was run by black women to provide social services for female migrants from 1926 through the 1960s. Research at this site combines elements of archaeology, anthropology, and history to study their lives. Students, working in teams, will have the opportunity to contribute to the ongoing research effort via analysis of written records and artifacts. This multidisciplinary project will be of interest to students curious about 20th century history, African-American culture, museums and heritage, women’s and gender studies, migration, and labor history.

ART

ART 079: Meaning and the Visual Arts

Visual and Performing Arts (VP)
Mary Pardo
MW, 4:00 pm-5:15 pm

Images are everywhere: in your bathroom mirror when you brush your teeth every morning, and looking out at you from the walls of the greatest museums, on TV and in your computer screen, on every supermarket checkout counter and streaming through your dreams. When do images become “art”? Why do images become “art”? This seminar looks at the history of images in art, and at the meanings those images are given, but also at the deeper relationship of images and the imagination—a mental faculty that has long been identified with artistic talent. In this seminar we will read about and analyze unusual images (monsters such as dragons, medieval gargoyles and drolleries, Renaissance caricatures, Surrealist dream-visions, experimental comics), and discuss how images relate to the written word—how they extend it, but also how they play around it. In addition to the assigned readings, each student will undertake a semester-long art historical research project on a word-and-image topic, and produce two or more power point assignments in which he or she will transform into a personal creative project the information derived from our seminar materials.

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). Professor Pardo’s specialty is Renaissance art theory, but she has also published works on Giotto, Leonardo da Vinci, and Titian.

ART 089.001: Celts: Druid Culture

Visual and Performing Arts (VP); World before 1750 (WB)
Dorothy Verkerk
TR, 9:00 am–10:15 am

The ancient Druids (the intellectual class) have fascinated writers for centuries, though there is little reliable information about them, opening the door for fanciful theories and exposing the foibles of the so-called experts on Druids. This seminar will begin with what is known about Druids from primary textual sources such as Julius Caesar’s De bello gallico. The focus will then shift to early modern and modern authors who created a vast array of Druids that provide insights into the development of British national identities,
and established ‘alternative’ religions, visual culture, and protest movements. The Druids are cast in roles as patriotic, wise, and environmentally sensitive, and at other times they are cast as demonic and wicked. The seminar will examine how identities are created.

Dorothy Verkerk has been studying Celts (defined as those who speak/spoke a Celtic language) since 1995, when she first began teaching the course Celtic Art & Cultures. She received a small grant from Chancellor Hooker’s CCI funds to create the web site Celtic Art & Cultures, which has become the “most linked to” at the university. As she developed the course, she shifted the interest from the historical Celts to how “Celts” were an 18th-century construct, specifically the Druid class. Her research interests shift between early medieval Ireland and Scotland to the medievalism found in America.

**ART 089.002: Embroidering Identity: Theory and Practice**

*Historical Analysis (HS)*

Pika Ghosh and Susan Harbage Page

M, 11:00 am–1:50 pm

This first year seminar looks closely at embroidering as a culturally-specific practice, and examines the works, their making, use, and circulation as a point of entry into the communities and individuals that engage with them. During the first half of the semester we will read about the power associated with cloth in historical perspective, ranging from the role of textiles in crafting national identity to stitching as shaping individual and collective memory. The second half of the semester will be more hands-on. We will conduct two projects. The first will be auto-ethnographic embroidery projects. Second, we will conduct ethnographic exercises to find out how women in our local community experience embroidery and why they continue to embroider. Through these projects we hope to gain greater awareness of the intensely visceral and phenomenological dimensions of the act of embroidering, its haptic and emotional qualities, and meditational and cathartic value.

Pika Ghosh is an art historian who focuses on the history of South Asian art and material culture. Her research interests range from pre-modern architectural expressions of public devotion in Bengal, to the fabrication of memory, oral lore, family history, and identity in acts of embroidering in colonial and post-colonial South Asia, and the role of everyday material artifacts in the construction of contemporary domestic space and gender identity.

Susan Harbage Page is an artist who moved to Charlotte, North Carolina from Greenville, Ohio. Being raised in the North and the South informs her perspective and how her art addresses such concerns as the performance of race and gender, identity politics, and immigration. The subjects and materials of Page’s large-scale photographs, altered textiles, videos, and installations are often associated with women and address the complex intersections of politics, gender, race, and religion in the U.S., Europe, and the Middle East. Page’s numerous awards include fellowships from the North Carolina Arts Council, Camargo Foundation, and Fulbright Program.

**BIOLOGY**

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

*Carolina Entrepreneurial Initiative*  
*Physical and Life Sciences (PL)*

Jason Reed

TR, 2:00 pm–3:15 pm

A good life depends on access to adequate food and medical care. Advances in biotechnology have made possible both agriculture and medicine, and further advances may allow us to feed and keep healthy a burgeoning population in both developed and undeveloped countries. This seminar will examine the science behind a number of striking recent advances in biology, including animal cloning, genetic engineering of crop plants, development of new therapeutic drugs, development of embryonic stem cells, and deciphering of the complete human genome sequence. Students will debate how specific technological advances force us to confront new social and ethical choices, such as whether you want your own genome to be sequenced. We will also consider how new technologies are actually implemented, and we will visit nearby biotechnology companies. The seminar should bring together the humanistic and technical impulses in students, and is open to students planning careers in scientific or humanities fields.

Jason Reed grew up in the upstate New York snow belt, and was trained at Yale, M.I.T., and the Salk Institute. At UNC since 1995, he studies how plants grow and reproduce. He enjoys music and gardening, and hopes that technological and cultural changes will make the world better.
BIOL 062: Mountains Beyond Mountains: Infectious Disease in the Developing World

Carolina Entrepreneurial Initiative

*Physical and Life Sciences (PL)*; *Global Issues (GL)*

Mark Peifer

TR, 2:00 pm–3:15 pm

Billions of people in the developing world live without the benefit of the most basic health care services, and they often die of diseases that are easily treated in the West. The scale of the problem is immense, and this fact often leads clinicians and public health officials to despair of ever having any impact on the problem. Dr. Paul Farmer belies this impression. Beginning as a medical student at Harvard, he created what is now a multinational health care network, Partners in Health. His entrepreneurial effort provides a revolutionary example of how one can successfully address infectious disease and its root causes in some of the poorest areas of the world. This seminar will explore the inequities in health care between the first and third worlds, and the root causes of these inequities. We will examine the challenges of treating infectious disease in the developing world, and how Partners in Health and other entrepreneurial non-profit groups provide a model for how the developed world can partner with the poor to meet this challenge.

Mark Peifer is a Professor of Biology who has been at Carolina since 1992. He is a cell and developmental biologist, and his lab explores how cells communicate and assemble into tissues and organs during embryonic development. He also has an active interest in international development, and believes Americans can and should help our neighbors in the developing world, acting in partnership to solve problems and meet challenges.

CHEM 073: From Atomic Bombs to Cancer Treatments: The Broad Scope of Nuclear Chemistry

*Physical and Life Sciences (PL)*

Todd Austell

MW, 3:00 pm–4:15 pm

Nuclear weapons and nuclear power will be covered in detail with discussion of topics relevant both for today's society and for the future. Other topics including household applications, nuclear medicine, radiation safety, and the problematic issue of radioactive waste storage will be discussed. The seminar will include guest lecturers from the various fields of nuclear chemistry, selected reading assignments, topical student-led discussions, possible facility trips/tours, and a final project presentation on a relevant topic.

Todd Austell received his BS in Chemistry in 1987 and his PhD in Chemistry in 1996, both at UNC. He spent one year working in the pharmaceutical industry prior to graduate school and another year as an assistant professor at the United States Air Force Academy prior to returning to his current position. As an undergraduate, he participated in the Department of Energy and American Chemistry Society's Summer School in Nuclear Chemistry. Topical studies in nuclear chemistry have been a hobby of his since that time. He's served as a research assistant professor and a major advisor in the Department of Chemistry since 1998 and also works as an academic advisor for all science majors on campus. His graduate research involved separation science, and he is currently involved in both curriculum development within the chemistry department and in a long-term study of how middle school and secondary math education/preparation affects student performances in college general chemistry. His hobbies involve hiking, camping, disc golf, and gardening as well as following all UNC athletics.

CLASSICS

CLAS 054: Crime and Violence in the Ancient World

*Literary Arts (LA)*

Werner Riess

TR, 11:00 am–12:15 pm

Crime and violence are overly 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 seminar, 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? A sound understanding of ancient crime and a cross-comparison to today will shed light on violence in our society. The approach is basically historical, but since an interdisciplinary approach yields more satisfying answers to many questions,
we will also borrow from methods used in the field of anthropology. Anthropological methodology recommends concentrating on the human condition: Why and under what circumstances do people become delinquent and what are the results to any given society? This anthropological approach 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 five-year-old boy, Werner is a dedicated jogger, theater goer, and avid reader of German literature.

CLAS 055H: Three Greek and Roman Epics

Literary Arts (LA); North Atlantic World (NA); World before 1750 (WB)

William Race
MWF, 1:00 pm–1:50 pm

The seminar will involve a close reading of Homer’s *Iliad* and *Odyssey* and Vergil’s *Aeneid*, and as a transition from Homer to Vergil, we will also read the tragedies of Sophocles from fifth-century Athens. It was epic and tragedy that formulated the bases of Graeco-Roman civilization and provided the models of heroism and human values for the Western tradition—along with raising fundamental questions about the individual’s relationship to society. We will analyze, discuss, and write about these works both as individual pieces of literature in a historical context, and in terms of how they position themselves in the poetic tradition; after reading the *Iliad* and *Odyssey*, we’ll see how heroic myth gets reworked for democratic Athens, and then how Vergil combines Homer, tragedy and other traditions to make a new poem for his time. We will look at aspects of structure and technique, questions of overall interpretation and values, and the interplay of genre and historical setting.

William H. Race is the George L. Paddison Professor of Classics. His B.A. was from Michigan and Ph.D. from Stanford. He specializes in Classical Greek Poetry, especially epic, lyric, and tragedy. He also has interests in comparative literature and teaches a course entitled “The Classical Background of English Poetry” (CLAS 364). He is especially interested in how ancient epic both articulates Greek and Roman cultures as well as poses fundamental questions of importance to all humans regardless of time period.

COMMUNICATION STUDIES

COMM 082: Globalizing Organizations

Carolina Entrepreneurial Initiative

Social and Behavioral Science (SS); Communication Intensive (CI); Global Issues (GL)

Sarah Dempsey
TR, 5:00 pm–6:15 pm

Globalization is both a hotly contested subject and a central part of contemporary life. In this seminar, 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 explore the ethical and social issues that arise within global forms of communicating and organizing. The objectives of this seminar 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. Requirements include writing an essay in which students reflect upon their own participation in a globalized world, and conducting an individual analysis paper in which students examine the communication dimensions and ethical impacts of a global organization of their choosing.

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.

COMM 085: Think, Speak, Argue

A Joseph P. McGuire First Year Seminar

Supported by the Jeff and Jennifer Allred Initiative for Critical Thinking and Communication Studies

Communication Intensive (CI)

Christian Lundberg
TR, 12:30 pm–1:45 pm

This seminar helps students learn to think more critically, speak more persuasively, and argue more effectively by focusing on practical skill development in reasoning and debate. Students at Carolina learn to
sharpen their thinking, speaking, and argument skills in the course of their normal classwork, but this happens more or less indirectly. This seminar will focus directly on improving each of these skills. Students will learn to think more critically by reflecting on the work of philosophers who deal with reasoning and informal logic, to speak with conviction and clarity through hands-on learning about the tradition of rhetoric, and to argue more effectively by debating the pressing issues of our day. The skills that we hone in on in this course will help students become more effective in the classroom, in their chosen vocation, and as citizens in an increasingly complex global public sphere.

Christian Lundberg is an Assistant Professor in Communication Studies, where he conducts research on the public sphere, rhetoric, and contemporary American religious discourse. He received his Ph.D. from Northwestern University’s program in Rhetoric and Public Culture, and currently teaches a class in globalization and communication. One of his passions is teaching people how to debate. He coached teams at three universities to national championships in intercollegiate debate and has taught debate classes at Northwestern, Emory University, and Georgia State, as well as teaching summer workshops on debate at Northwestern, Dartmouth, Miami University of Ohio, and the University of Kentucky.

readsings, guest lectures, videos, and projects we will explore the legal, moral, cultural, and technical issues and opportunities raised by this “minority you can join at any time”. We will focus on ways that computer technology can be used to mitigate the effects of disabilities and the sometimes surprising response of those we intend to help. We will work together with teachers, experts and individuals with disabilities to develop ideas and content for new enabling technologies. Previous computer experience is helpful but not required; creativity, ability to think “outside the box”, and the desire to make the world a bit better are more important. This is an Apples Service Learning Course.

Gary Bishop is a professor in the Department of Computer Science. His primary research interest is enabling technology: the use of computers to enable people with disabilities. His previous research includes hardware and software for man-machine interaction, 3D interactive computer graphics, virtual environments, tracking technologies, and image-based rendering. He is a winner of the Tanner Faculty Award for Excellence in Undergraduate Teaching, the Class of 1996 Excellence in Advising Award, and three-time winner of the Computer Science Students Association Teaching Award.

DRAMATIC ARTS

DRAM 085H: Documentary Theatre
Visual and Performing Arts (VP); Experiential Education (EE); North Atlantic World (NA)
Ashley Lucas
TR, 12:30 pm–1:45 pm

This seminar 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, Heather Raffo, and Moisés Kaufman and the Tectonic Theatre Project. In the second half of the semester, 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 an Assistant Professor in UNC’s Department of Dramatic Art and is writing 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.

**DRAM 087H: Style: A Mode of Expression**

Visual and Performing Arts (VP); Communication Intensive (CI); North Atlantic World (NA)

**McKay Coble**

TR, 9:30 am–10:45 am

Consider Oscar Wilde's statement from *The Decay of Living* (1889): “Life imitates Art far more than Art imitates Life. This results not merely from Life’s imitative instincts, but from the fact that the self conscious aim of Life is to find expression, and that Art offers it certain beautiful forms through which it may realize that energy…”

Art and design have always shown the inner life of humankind better than political, intellectual or social history. We must recognize the “times” as a major motivator for all stylistic choices. In this seminar, we will study the elements of design as they exist in their pure form and practice the principles to which design is bound. We will survey a history of period styles, period theatre and identify their causes. We will explore one period’s style as a foundation for the next and dispel the Star Trek premise that future styles will only reflect the future. During the first part of the term students will have alternating lecture and practicum for the Elements and Principles of Design. The Period Styles portion of the course will alternate lectures that incorporate many visuals with presentation days. Students will choose an aspect of daily life to research throughout the semester (food, clothing, the role of women, burial rites, recreation, medicine, humor, sports, music …). On presentation days (every four weeks per team) a team will address the class on the topics they have chosen. Students may speak for between ten and fifteen minutes on their particular topic or groups and will be encouraged to approach the presentation aspect in alternate and creative ways (performance, game show format, mock interviews, news report …).

**ECON 053: The Drug War: Costs and Benefits**

Social and Behavioral Sciences (SS)

**Arthur Benavie**

TR, 3:30 pm–4:45 pm

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 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. He has been at UNC since 1967. His specialty is macroeconomic theory and policy. His book, *Deficit Hysteria: A Common Sense Look at America’s Rush to Balance the Budget*, was written for the general public. His most recent books are *Social Security Under the Gun* and *Drugs: America’s Holy War* (2009). In his former life he was a concert violinist, which pursuit is now his main avocation.

**ECON 056: Entrepreneurship: Asia and the West**

**Carolina Entrepreneurial Initiative**

Social and Behavioral Sciences (SS); Global Issues (GL)

**Steven Rosefielde**

TR, 9:30 am–10:45 am

This seminar 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 completing the first textbook devoted to contemporary Asian Economic Systems.

ENGLISH

ENGL 054: The War to End All Wars? The First World War and the Modern World
Literary Arts (LA); North Atlantic World (NA); Global Issues (GL)
Christopher Armitage
MWF, 2:00 pm–2:50 pm

As Europe plunged into war in the summer of 1914, young men rushed to enlist “like swimmers into cleaness lapping,” in the words of Rupert Brooke, who was to die in the Gallipoli campaign the next spring. And after four years of appalling and mostly futile slaughter, the idea that it was “glorious to die for one’s country” was denounced by another doomed poet, Wilfred Owen, as “the old lie.” Along with millions of military and civilian lives lost or ruined, dynasties were overthrown, economies bankrupted, moral and social codes undermined. The peace treaty of Versailles satisfied neither the victors nor the vanquished and thus helped pave the way for World War II. We will examine British, French, German, Russian, Canadian, Australian, and American works of literature and films that bear on the subject. There will be several two-page papers, oral presentations from groups, mid-term and final exams.

Christopher Armitage earned degrees from Oxford, Western Ontario, and Duke. He joined the UNC faculty in 1967 and has received a Standard Oil Foundation award for Inspirational Teaching (1973); the Nicholas Salgo Outstanding Teacher Award (1981); a Bowman and Gordon Gray Chair for Teaching Award (1986); in 1995 was named the first University Professor of Distinguished Teaching. In 2009 he received the Board of Governors’ Award for Excellence in Teaching. Since 1969 he has taken UNC students and alumni on summer programs in England, focusing on Shakespeare in Performance.

ENGL 058H: The Doubled Image: Photography in U.S. Latina/o Short Fiction
Visual and Performing Arts (VP); North Atlantic World (NA); U.S. Diversity (US)
Maria DeGuzmán
TR, 12:30 pm–1:45 pm

This seminar will focus intensively on short fiction by U.S.-born Latina/o writers. We will examine nine short stories that hinge on the theme or device of the photograph, and we will embark on an exploration of how and why Latina/o writers are drawn to this device in the context of an Anglo-U.S. culture that historically has tended to both “disappear” and “hypervisualize” Latinos. This seminar is designed to engage literature, cultural studies, communication studies, and will be conducted with plenty of lively discussion.

Mariá DeGuzmán is associate professor of Latina/o Literature(s) in the Department of English and Comparative Literature as well as Director of Latina/o Studies at UNC–Chapel Hill. She obtained her B.A. from Brown University and her M.A. and Ph.D. from Harvard. Her areas of research range from contemporary U.S. Latina/o literature and theory to visual studies, aesthetics, and the relation between photography and other forms of “writing,” that is, between photography and story writing. She is also a conceptual photographer, and the photo-text works she produced collaboratively with Dr. Jill H. Casid under the name SPIR: Conceptual Photography as well as her own photographs as Camera Query have been exhibited internationally. She is the author of the book Spain’s Long Shadow: The Black Legend, Off-Whiteness, and Anglo-American Empire (Minnesota Press, 2005).
ENGL 063: Banned Books

Literary Arts (LA); U.S. Diversity (US)

Laura Halperin
TR, 2:00 pm–3:15 pm

In this seminar, students will read books that have been banned in the United States, will examine the rhetoric surrounding such censorship, and will focus on the relationship between the banning of the books and the constructions of race within the texts. Students will critically analyze the rationale used to justify book banning in the name of protecting this country's youth and preserving this nation's morals and norms. Students will pay close attention to the themes and language in the banned books, and they will look to the socio-cultural, geographical, and historical contexts behind the censorship of these texts. In particular, students will explore connections between restrictions on free speech, racism, xenophobia, spiritual intolerance, and (hetero)sexism. The texts we will be reading, written by Latina/o, African-American, and white authors, deal with issues of race, ethnicity, gender, sexuality, imperialism, dictatorship, and/or colonization. They are united in their portrayals of what might be labeled dystopias. They have arguably been banned because they underscore racial, ethnic, sexual, and/or spiritual difference.

Students will be evaluated based on a combination of written and oral work. The seminar will be organized as a discussion course in which active participation will be key. The class will have large group and small group discussions, debates, formal essays, and a research paper or creative project.

Laura Halperin is an Assistant Professor of Latina/o Literature in the Department of English and Comparative Literature. She received her B.A. in Comparative Literature from Brown University and M.A. and Ph.D. in Comparative Literature from the University of Michigan, Ann Arbor. After college, she taught fourth-sixth grade Spanish and sixth grade English. After graduate school, she had a Carolina Postdoctoral Fellowship for Faculty Diversity. She is currently writing a book about Latina deviance and defiance in late twentieth century Latina literature. She is also interested in coming of age Latina/o narratives and Latinas/os’ experiences with the U.S. educational system.

ENGL 065: The Sonnet

Literary Arts (LA)

George Lensing
MWF, 10:00 am–10:50 am

The sonnet, a poem of fourteen lines, has had a powerful appeal to poets in the English language from the time of Chaucer to the present day. Its brevity and apparent simplicity are equally appealing to its readers who might otherwise feel uncertain and hesitant about reading poetry in general. This seminar will examine the range and diversity of the sonnet within the American and British traditions and its adaptation to social, political, religious, and mythical themes. Students will be asked to write a couple of sonnets and perhaps put some to musical voice or instrument in performance. Local and regional poets who have written sonnets will be invited to the class to read and discuss their work. “Scorn not the sonnet,” wrote William Wordsworth (who wrote over 500 sonnets). Such counsel we’ll take to heart and perhaps come to love it as well.

George Lensing has been in the English and Comparative Literature department at UNC–CH for over 30 years, teaching courses in twentieth-century British and American poetry. He is a graduate of the University of Notre Dame and Louisiana State University and spent two years as a Peace Corps volunteer in Brazil. He has been Associate Dean of Honors and Secretary of the Faculty. He won a Tanner Teaching Award in 1984.

ENGL 067: Travel Literature

Literary Arts (LA); Global Issues (GL)

Jeanne Moskal
MWF, 1:00 pm–1:50 pm

Students in this seminar will employ four classics of travel literature (Bill Bryson’s A Walk in the Woods, Jon Krakauer’s Into Thin Air, Isabella Bird’s A Lady's Life in the Rocky Mountains, and Mary Morris’ The River
Queen) as a laboratory for asking key questions about travel and travel writing. Such questions include: Who gets to travel? How is the book related to the lived journey? How is travel connected to coming-of-age? What role do conventions and stereotypes play? Assignments include: daily reading quizzes; one eight-page chapter of a travel memoir (fictionalizing permitted); and an eight-page research paper on a topic generated by the memoir.

Jeanne Moskal specializes in travel literature and in the British Romantic Period. Her current research on the writings of Anglo-American women missionaries has been funded by the National Endowment for the Humanities and by the Lilly Foundation. She has authored a book on William Blake and edited Mary Shelley's travel books for the standard edition of her works. She was the Founding President of the International Society of Travel Writing and edits The Keats-Shelley Journal, the journal of record about the second generation of British Romantic authors.

ENGL 075: Interpreting the South from Manuscripts

John L. Townsend III FYS in English

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

Connie Eble, Laura Clark Brown
TR, 12:30 pm–1:45 pm

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 in this seminar 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. Our goal is to give 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, writing, and speaking about records from the past. In fall 2010, the course will focus on writing by and about women.

Plan to attend every class.

Connie Eble, Professor of English, has been a faculty member at the University for 39 years. She is a linguist by training, 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. Dr. Eble is a long-time teacher of expository writing and served for 10 years as Editor of the journal American Speech.

Laura Clark Brown is the Senior Research and Instruction Librarian with special collections and an archivist with the University Library’s Southern Historical Collection. 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 075 was a great experience for me. We were able to do our own investigating first-hand with manuscripts in Wilson Library, and I learned more than I ever thought I would about the South and southern culture. The research I conducted has opened doors for presentations and sharing my new knowledge with others around campus.

- Shannon S.

ENGL 084H: Into the West

Literary Arts (LA); Communication Intensive (CI); North Atlantic World (NA)

Randi Davenport
MWF, 1:00 pm–1:50 pm

Americans love cowboys. In this seminar, we’ll examine the ways in which we manifest our love for this very particular kind of American hero and think about why he has had such an enduring place in the American imagination. Some might argue that the figure of the cowboy tells truths about ourselves—some troubling, some tantalizing. Others might suggest that the cowboy—and the western—have ceased to be relevant in the 21st century. Still others might claim
that we remain hooked on cowboys and not always for good reasons. In order to understand the enduring popularity of the cowboy/gunslinger, students will listen to cowboy music, watch cowboy films (The Searchers and The Unforgiven), read novels and short stories featuring cowboys, and consider some historical works of non-fiction that promote ideas about the cowboy as a hero. Students will engage in group work, team up to write and produce their own cowboy film, and hear from two guest lecturers on the Marlboro Man and Buffalo Bill. Work that will take place outside of the classroom includes the screening of two films, one guest lecture, and working with the Beasley Multimedia Resource Center's professional staff to learn basic film production and post-production.

Randi Davenport is a writer and cultural critic who is the Executive Director of the James M. Johnston Center for Undergraduate Excellence; she holds an adjunct faculty appointment in the Department of English and Comparative Literature. Her short fiction and essays have appeared in publications like The Washington Post, The Ontario Review, The Alaska Quarterly Review, Literature/Film Quarterly, Victorian Literature and Culture, and Women’s History Review. Her widely-acclaimed memoir, The Boy Who Loved Tornadoes (Algonquin Books of Chapel Hill), was published in Spring 2010.

ENGL 085H: Economic Saints and Villains: The Entrepreneurial Spirit in Early English Literature
Carolina Entrepreneurial Initiative

Literary Arts (LA); Communication Intensive (CI); North Atlantic World (NA); World before 1750 (WB)
Ritchie Kendall
TR, 9:30 am–10:45 am

The rise of new economic activities—whether the birth of international banking, trading in future commodities, or the marketing of junk bonds—bring with them both excitement and fear. Literature about how people, both ordinary and extraordinary, go about the business of getting and spending is one way that a culture comes to terms with emergent and potentially revolutionary economic formations. This seminar will explore how early modern England from the sixteenth to the nineteenth centuries imagined new economic orders through plays and novels. After a brief prologue centered on Chaucer's representation of feudal men and women of business, we will examine how Renaissance plays by Marlowe, Shakespeare, Dekker, and Heywood present economic scoundrels such as Barabas and Shylock as well as heroic entrepreneurs such as Simon Eyre and Thomas Gresham. In the eighteenth century we will sample the work of Daniel Defoe who crafted a guide for early tradesmen but also produced subversive novels with dubious heroines who use sex and business acumen to acquire and lose great fortunes. From the nineteenth century, we will read two works, a little known melodrama, The Game of Speculation, as well as the iconic A Christmas Carol by Charles Dickens. Both stories speculate on the compatibility of economic and spiritual success. We will conclude with a modern epilogue: three satiric films from the era of Reagonomics including Oliver Stone’s Wall Street, Mike Nichols’ Working Girl, and Jon Landis’ Trading Places. Our objective throughout will be to analyze how literary art, itself a form of economic activity, simultaneously demonizes and celebrates the “miracle of the marketplace” and those financial pioneers that perform its magic.

Ritchie Kendall earned his BA at Yale University and his MA and PhD from Harvard University. He joined the English faculty at Carolina in 1980. Professor Kendall’s research areas include Reformation theology, Renaissance theater, and the social and economic culture of early modern England. His teaching ranges from first-year seminars to graduate seminars on topics such as Shakespeare, comedy and social class, the politics of revenge, and the theatrical practices of early modern England. He is the recipient of a 2001 Tanner Award for Excellence in Undergraduate Teaching and holds the position of Assistant Dean for the Honors Program.

ENGL 089: Literature of 9/11
John L. Townsend III FYS in English

Literary Arts (LA); Global Issues (GL)
Neel Ahuja
MWF, 11:00 am–11:50 am

This seminar will explore representations of the 9/11 attacks and their aftermath in literature and popular culture. Following an introduction to the concept of terrorism and to the production of knowledge about violence in the fields of law, politics, and terrorism studies, we will explore a diverse array of themes related to the 9/11 attacks as depicted in memoirs, poetry, novels, graphic novels, film, and music: explanations of the causes and consequences of political violence, the role of religion in public culture and state institutions,
national security discourse, mourning and public trauma, and the perspectives of detainees and minority communities on the attacks and their aftermath.

Neel Ahuja is Assistant Professor of Postcolonial Studies in the Department of English and Comparative Literature.

Neel teaches courses on Caribbean literature, world literatures, South Asian diaspora studies, and social and cultural theory.


ENGL 089H: Reading and Writing Women’s Lives

Literary Arts (LA)
Jane Danielewicz
TR, 11:00 am–12:15 pm

How do our lives become stories? This simple question provokes writers to produce autobiographies or memoirs or biographies. This seminar narrows the scope, focusing on contemporary stories that involve personal and lived experience by and about women.

Not only will we be reading autobiographical stories and theories that describe women’s experience, but we will also try producing creative nonfiction ourselves. What stories will students—as women or as men—tell about their lives? Students will investigate questions of self and identity by composing (using traditional written or new media formats) four genres of life writing during the course: autobiography, autoethnography, biography, and personal essay. The seminar will be conducted daily as a workshop to promote interactive, experiential learning. Students will be organized into permanent working groups to facilitate community building. Published authors will visit the class. Students will publish their work through public readings and on-line venues.

Jane Danielewicz is curious about most everything; she can’t help but live the life of the mind. She is a passionate reader, writer, and teacher. Her work concerns writing and the teaching of writing, with a special interest in the study of contemporary autobiography. She is proud to be the Richard Grant Hiskey Distinguished Professor in Research and Undergraduate Teaching and has a particular affinity for working with first-year students. She enjoys creating assignments that tempt students to push the envelope. An associate professor in the department of English and Comparative Literature, she also directs the undergraduate Writing Program.

EXERCISE AND SPORT SCIENCE

EXSS 050: Discrimination and Sport

Social and Behavioral Sciences (SS); U.S. Diversity (US)

Barbara Osborne
TR, 9:30 am–10:45 am

Americans love sports. Our speech is peppered with sporting metaphors. Athletes are role models, celebrities, and heroes. Sport is often referred to as a microcosm of society, but it also significantly influences our society. Sport also celebrates the elite: the strongest, the fastest, and the most skilled. However “elite” by definition is exclusionary. This seminar will examine the American ethos by looking at those who have been discriminated against in sport because of race, gender, sexual orientation, or disability. Students will write reaction papers, create poster presentations, and engage in formal debate on “hot” topics.

Barbara Osborne, J.D., is an associate professor with 12 years of teaching experience at UNC. She teaches sports law at the undergraduate and graduate levels and at the UNC Law School. Prior to her appointment at UNC, Barbara worked for 14 years as an athletics administrator in intercollegiate athletics. She has worked for a sports agent and also has experience as a track and field coach, television sports commentator, publisher and sports information director. Her current research focuses on legal issues in intercollegiate athletics, Title IX, and women’s issues in sport. She was awarded the Edward Kidder Graham Outstanding Faculty Award in 2005.

GEOGRAPHY

GEOG 056: Local Places in a Globalizing World

Global Issues (GL); Social and Behavioral Sciences (SS)

Altha Cravey
MWF, 1:00 pm–1:50 pm

Globalization is a word we hear every day, but what does it mean for us in local places? Specifically, what can an understanding of globalization tell us about UNC, Chapel Hill, and nearby places? This seminar weaves together perspectives on globalization with hands-on exploration of UNC and its place in today’s global “knowledge economy,” and the University’s founding in relation to the globalizing forces of that day. Our focus will shift back and forth between the global and the local, even to the microscale of our campus. We’ll learn through a variety of experiences and approaches, including fieldwork, old documents, and some
introductory GIS (geographic information systems) exercises in addition to readings, class discussion, and group work. By the end of the seminar, students will not only have an understanding of globalization and the very real connections between the global and the local, but also a unique perspective on our university.

Altha Cravey became a geographer because she loves to travel and see new things. Her research focuses on globalization, labor, and gender issues in contemporary Mexico. She is beginning to publish on globalization in the US South as well. Cravey was born and raised in Illinois and Indiana and worked as a construction electrician for eleven years before finishing her undergraduate education. Her dissertation at the University of Iowa was supported by a four-year Iowa Fellowship and was published as Women and Work in Mexico’s Maquiladoras (Rowman and Littlefield, 1998). Cravey loves to bicycle around campus and Chapel Hill.

GEOG 059: Space, Identity, and Power in the Middle East

Beyond the North Atlantic (BN)
Banu Gökariksel
TR, 9:30 am–10:45 am

We often hear about the Middle East in the context of ongoing conflicts, war and violence in the U.S. This focus has shaped the way we think about this region and the people who live there. As crucial these conflicts are to the region, there is much more to the Middle East than revealed by these stories. This seminar raises the questions of how these representations misrepresent the Middle East and what kinds of stories they do not tell, especially stories that concern everyday life. By asking these questions our aim is to develop a deeper understanding of the Middle East and its complex history and geography. Taking a geographical perspective, we will organize our discussions around the examination of a series of spaces, old and new, that have been central to the formation of identity and power relations in the Middle East. Certain spaces, including the harem (family/women’s quarters), hamam (public bath), mosques, street bazaars, coffeehouses, the desert and borders figure prominently in the histories and imaginations of the region. Newer spaces such as check points, shopping malls, gated communities, and cafes have also become centers of social life, but are often overlooked in Western perspectives on this region. In this seminar, we will discuss 1) the role all of these spaces play in representations of the Middle East by insiders and outsiders and 2) how different Middle Easterners use these spaces to construct their identities. Students’ regular participation in class will be key to this seminar. Students will be asked to lead class discussions and to participate in class activities. In addition to two essay exams, students will work on a research project throughout the semester. They will choose a topic related to course discussions, do independent research on this topic, and write a 10-page paper that will be due at the end of the semester.

Banu Gökariksel is an Assistant Professor in Geography. She received her Ph.D. in geography from the University of Washington. She was born in Adana in Southern Turkey, but it was Istanbul where she went for college that inspired her to do research on politics, social life and culture in globalizing Muslim settings. These academic interests first brought her to the US to study geography and later, took her to Jakarta, Indonesia for comparative research. She has extensive fieldwork experience in Istanbul. She has completed research on shopping malls in these cities and is currently working on the newly emergent women’s Islamic fashion based in Turkey. This latter project is funded by the National Science Foundation and examines how the production and consumption of veiling-fashion participates in the creation of certain kinds of spaces and subjects in Turkey.

GEOLOGY

GEOL 070: One Billion Years of Change: The Geologic Story of North Carolina

Physical and Life Sciences (PL)
Kevin Stewart
W, 2:00 pm–4:50 pm

The rocks of North Carolina record over a billion years of earth history. During that time our state has been affected by continental collisions, volcanic eruptions, and
raging rivers. In this seminar, we will explore topics such as the origin of the Blue Ridge Mountains, how the barrier islands are shifting, and the ways that the geology of North Carolina has affected the lives of people who live in the state. Much of the class will be conducted outdoors, exploring real geologic problems, during class and on two-day trips to the mountains and the coast.

Kevin Stewart (B.S. University of Michigan; Ph.D. University of California, Berkeley) has taught at UNC–Chapel Hill since 1986. His research specialty, structural geology, is the study of rocks that have been deformed by plate tectonic processes. His research has taken him to the mountains of Italy, New Mexico, and North Carolina. He loves teaching, and received the 2008 Board of Governors Teaching Award.

GEOL 072H: Field Geology of Eastern California
Physical and Life Sciences (PL)
Drew Coleman
TR, 2:00 pm–3:15 pm

This seminar is 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 developing research topics for which student groups will collect data during the trip. During the field trip students will work on field exercises (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) and collect the data necessary to complete research projects. After the field trip, students will obtain laboratory data from samples collected during the trip and test research hypotheses using field and laboratory data. Grading will be based on presentation of group research projects, 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 $700.) This course will require missing three days of classes. Because this course is designed to teach basic geology “on the rocks”, there are no prerequisites.

Drew Coleman is the Jaroslav Folda Distinguished Term Associate Professor of Undergraduate Research and Education.

He 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.

GERMANIC LANGUAGES AND LITERATURES

GERM 059 Moscow 1937: Dictatorships and Their Defenders
Historical Analysis (HS); Global Issues (GL)
David Pike
TR, 2:00 pm–3:15 pm

This seminar deals in the broadest possible context with two critical issues that dominated the twentieth century: the rise of fascism out of the carnage of World War I and the Bolshevik revolution to which the war and Czarist Russia’s involvement in it helped contribute. As the semester unfolds, drawing on a variety of historical and documentary films, and literature (memoirs, novels), we will take a comparative look at singular personalities like Lenin, Stalin, and Hitler and examine the role played by such key figures in historical events of this magnitude. Towards the end of the semester, we will glance briefly at the situation created in Western and Eastern Europe by the defeat of fascism and contemplate the origins and evolution of the cold war. We will conclude the seminar with a consideration of the dissolution and democratization of Eastern European countries, the collapse of the Soviet Union, and, against the tragic background of the past, the general prognosis for democracy in the future.

GERM 065: German Heroes? Knights, Tricksters, and Magicians

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

Ruth von Bernuth
MW, 3:30 pm–4:45 pm

Is it a hero who kills another knight to take his suit of armor? Or would it be counted as heroic if one steals all of a blind beggar’s money? How about making a deal with the devil? German literature is full of such ambivalent heroes. This seminar seeks to explore literary heroes in European literature of the Middle Ages to the Enlightenment. We will discuss concepts of heroism and how those ideas have changed over time.

In the course of the semester, we will read a sample of translated texts such as the famous Faust book of 1587 and the Yiddish Bovo-bukh. Over the semester, in addition to class discussion of materials, students will develop their own research topic and write two papers.

Ruth von Bernuth has been an assistant professor in the Department of Germanic Languages and Literatures since 2008. From 2005–2008, she was an assistant lecturer in Medieval and Early Modern German Literature at Humboldt-Universität zu Berlin. In 2005, she completed her Ph.D. in Medieval and Early Modern German Literature at Humboldt-Universität zu Berlin.

HISTORY

HIST 089: From Woodstock to Reagan: America in the 1970s

John L. Townsend III FYS in History

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

Benjamin Waterhouse
MW, 2:00 pm–3:15 pm

This seminar introduces students to the challenges and rewards of studying the (relatively) recent past by immersing them in the culture, politics, and economics of the “long 1970s,” starting with the tumultuous late 1960s and ending in the Reagan years. By analyzing primary sources from the period, viewing film and music clips, and engaging in classroom debate, students will learn the central tools that historians use to make sense of the past and draw lessons for the present. They will learn how to ask historical questions about how politics and society changed over time, as well as how memory (especially our parents’ memories!) can conflict with the historical record. Topics will include: the Vietnam War and the anti-war movement; Watergate—the political scandal that ended a Presidency; the energy crisis; economic meltdown; foreign affairs; popular culture; and the rise of conservative politics.

Benjamin Waterhouse is a historian of modern American politics and is writing a book on how business lobbyists shaped political culture in the late twentieth century. Although his personal experience with the 1970s was limited to only the last 18 months of the decade, he has spent countless hours poring over the finer points of ’70s music, fashion, culture, and politics. He has even been known, at times, to sport large sideburns, wide ties, and moppy hair. Prior to coming to UNC to teach, he has lived—at various times—in Massachusetts, New Jersey, France, and Brazil.

INTERDISCIPLINARY STUDIES

IDST 089: Sex and Politics: Reproducing Humanity?

Social and Behavioral Sciences (SS)

Paul Gilbert, Joseph Gindi, Autumn Thoyre, Julia Wood, Instructor of Record
TR, 11:00 am–12:15 pm

Reproduction is more than just making babies. Sex and Politics will explore the phenomenon of human reproduction at multiple levels, ranging from the individual to community, national, and ultimately global levels. We will investigate who is reproducing, what is being reproduced, and the various factors that facilitate or constrain different reproductive acts. This will lead us to consider gender, historical assumptions about reproduction, the ethics of reproduction, birth control and reproductive rights, religious imperative to reproduce, demography and population-level trends, over-population, and climate change. This interdisciplinary course was born out of a shared recognition amongst the instructors that their diverse disciplinary perspectives, from religious studies, geography, sociology, and public health, converged around the politics of sex. Students will have an opportunity to hone their critical thinking skills through in-class discussion and activities and a semester-long research project, which will prepare them for future academic work. The only prerequisite is an interest in human reproduction.

This seminar will be taught by three members of the University’s Society of Fellows. Joseph Gindi, a third-year doctoral student in religious studies, researches the role of religious categories in the political culture of American Jews. Paul Gilbert, a third-year doctoral student in Health Behavior and Health Education, researches the influence of social integration, social networks, and social support in
health outcomes. Autumn Thoyre, a third-year doctoral student in Geography, researches human-environment interactions, focusing on the politics of American environmental activism.

MARINE SCIENCES

MASC 055: Change in the Coastal Ocean
Physical and Life Sciences (PL)
Christopher S. Martens
TR, 9:30 am–10:45 am

Evidence for recent changes in oceanic and tropical ecosystems resulting from natural marine and human processes will be examined using current scientific journal publications, laboratory and field site visits, photo trips and “hands on” mini-experiments, designed to emphasize the importance of the question rather than the technology involved.

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.

MATH 051: “Fish Gotta Swim, Birds Gotta Fly”: Mathematics and Mechanics of Moving Things
Quantitative Intensive (QI)
Laura Miller
MWF, 12:00 pm–12:50 pm

This seminar will be focused on how the use of physics, mechanics, and mathematics can improve the design of video games and animation by adding realism. Whether it is the feel of an airplane in a flight simulator, the trajectory of two cars after a collision, or the animation of a virtual jellyfish rhythmically pulsing underwater, the addition of realistic physics to video games and animation can make movie and gaming experiences better. One focus of this seminar is to address the science of motion of vehicles and living organisms in fluids such as air and water, using simple physical explanations supported with the relevant mathematical descriptions. Experimental demonstrations will be used to illustrate the concepts encountered in class, as well as to provide an insight into the art of fluid flow visualization. There are no prerequisites, and material from physics and mathematics will be introduced as needed. Understanding of the material will be reinforced with biweekly homework assignments and a final animation project. Please note that the course is focused on the physics and mathematics rather than programming.

Laura Miller, Assistant Professor of Mathematics, received her Ph.D. at New York University in 2004. She has been playing video games since she was five years old, and has always been interested in how the use of physics and mathematics can improve animation and the game playing experience. Her other interests include understanding the aerodynamics of tiny insect flight, the fluid dynamics of vertebrate embryonic heart, and how trees withstand hurricane force winds and avalanches. She teaches classes that integrate mathematics, mechanical engineering, and biology.

MATH 058: Math, Art and the Human Experience: We All do Math
Quantitative Intensive (QI)
Mark A. McCombs
TR, 12:30 pm–1:45 pm

This seminar is designed to engage students in an exploration of the relevance of mathematical ideas to fields typically perceived as “non-mathematical” (e.g.,
The University of North Carolina at Chapel Hill

art, music, film, literature). Equally important will be an exploration of how these “non-mathematical” fields, in turn, influence mathematical thought. In each case, course activities and assignments have been designed to illuminate the fact that even the most complex mathematical concepts grow out of real people’s attempts to understand better their world. By the end of the course, students should be able to

- Identify and assess how mathematical ideas influence and are influenced by ideas expressed through art, music, literature, religion, etc.
- Compare and contrast different philosophies concerning the nature of mathematics.
- Articulate their own well-reasoned ideas concerning the nature of mathematics.
- Discuss the evolution of fundamental mathematical concepts in a historical as well as a cultural context.
- Discuss the work and lives of important mathematicians in relation to the “non-mathematical” work of their contemporaries.
- Identify and assess how their own understanding of mathematical ideas influences the way they interact with the world.

Course assignments and activities will include weekly readings and short homework writing assignments (2–3 paragraphs), one longer paper (8–10 pages), and a portfolio of mathematical art (e.g., painting, origami, poetry, music). No prerequisite is required.

Mark McCombs received both his Bachelor’s (1982) and Master’s (1988) Degrees in Mathematics from UNC-Chapel Hill. He is entering his 21st year as a UNC faculty member and is a recent recipient of both a Tanner Award for Excellence in Undergraduate Teaching and a Students’ Undergraduate Teaching Award. He has also served as the mathematics department’s Director of Teacher Training, as well as an academic adviser in the College of Arts and Sciences. He authored the textbook (and companion website) used in Math 110 (college algebra) and supervises TAs who teach pre-calculus and calculus courses. He is especially committed to helping students discover more confidence in their own mathematical abilities. He enjoys writing, photography, film making and UNC basketball.

This seminar will introduce students to the fundamentals and history of combinatorics, and sharpen their methodological skills. The seminar will be organized around the following topics:

- Puzzles: covering by dominos, magic squares, 36 officers
- Combinations: from coin tossing to lotto, dice and poker
- Fibonacci numbers: rabbits, recurrences, population growth
- Arithmetic: designs, cyphers, prime numbers, finite fields
- Catalan numbers: from playing roulette to stock market

Students will be involved in individual research projects, group projects, and written and oral presentations. The seminar provides an excellent background for students who are interested in mathematics, physics, computer science, biology, economics, statistical physics, cryptography, or the stock market, but 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, Harmonic Analysis, and Mathematical Physics. Cherednik’s particular affection for Combinatorics is well known: he proved the celebrated Constant term conjecture in Combinatorics.

MATH 089H: Knots and Tangles
Quantitative Intensive (QI)
Sue Goodman
TR, 2:00 pm–3:15 pm

Knot theory was born in the late 19th century, arising largely from Lord Kelvin’s notion that atoms were knotted vortices in the ether. Physicists and mathematicians then began a serious scientific study of knots. Soon thereafter, an experiment demonstrated there was no such ether, and the physicists and chemists lost interest in knots for the next century. But mathematicians were hooked. Now, nearly 150 years later, knot theory has now come full circle, playing an important role in many sciences, especially chemistry, biochemistry and physics.

We will explore the history and mathematical theory of knots and then delve into the rich variety of
applications, from sailing and mountain climbing to molecular structure and cell replication. We will read and discuss various methods developed to distinguish between knots and will draw connections with other areas of elementary mathematics—all accessible with a high school background and a healthy curiosity. Students will do research projects on various applications of knots to biology or physics, or a deeper study of a mathematical aspect of the theory.

Sue Goodman is a Professor of Mathematics and current Associate Chair. She has been based in Chapel Hill for many years, teaching and doing research in the fields of topology and dynamics, and has authored the undergraduate text Beginning Topology. Her teaching has been recognized with several awards including the MAA Southeastern Section Award, Tanner Award, and Bowman Gordon Gray and Bank of America Professorships.

**MUSIC**

**MUSC 059: Twentieth-Century Music and Visual Art**

*Historical Analysis (HS); Communication Intensive (CI)*  
Severine Neff  
MWF, 2:00 pm–2:50 pm

This seminar will focus on the relation of a variety of composers’ works to those of visual artists. The compositions to be studied include those of J. Cage, I. Stravinsky, A. Schoenberg, E. Varèse, the Beatles, and others; the visual artworks by M. Du Champ, W. Kandinsky, F. Kupka, P. Klee, G. Klimt, P. Maxx, and P. Picasso. Each class meeting will consider a musical composition and its connections to either a film, painting, building, ballet, or sculpture. Class discussions will be devoted to a range of issues: the correspondence between color, line, and sound; text-based pieces and visual art on the same topic; meanings and styles of music notation; and the aesthetics of multi-media works. Special emphasis will be given to the topic of synesthesia—a neurologically-based condition that allows particular individuals to hear paintings or see colors when experiencing music. The course requires weekly reading and listening assignments, several one-on-one conferences to help develop and feel secure about listening skills, and an in-class presentation on a musical composition and its relation to a work of visual art.

Severine Neff (Eugene Falk Distinguished Professor) received her Ph.D. from Princeton University; prior to coming to UNC Chapel Hill, she has 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 (1981–83). Her research interests include twentieth-century music, particularly the works of Arnold Schoenberg. She is completing an edition of and commentary on Schoenberg’s writing on counterpoint for Oxford University Press.

**MUSI 064 What is a Work of Art? Listening to Music**

*Visual and Performing Arts (VP); Communication Intensive (CI); North Atlantic World (NA)*

John Nádas, Donald Oehler  
TR, 11:00 am–12:15 pm

How do we deal with works of art of the past as seen and heard with 21st-century sensibilities? This seminar 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 seminar will consider many questions including: 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? 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”? 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 there a difference in hearing a work live or recorded? 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.
Donald L. Oehler, 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 much of the world.

**MUSI 089 Music and Culture: Understanding the World Through Music**  
*Visual and Performing Arts (VP); North Atlantic World (NA)*  
James Moeser and Emil Kang  
TR, 11:00 am–12:15 pm

This seminar will focus on the incredibly wide variety of performances in the Carolina Performing Arts and Music from the Hill Series at Memorial Hall. Through attendance at concerts, research on works being performed and on the performing artists themselves, including opportunities to meet these artists, students will explore questions such as: How does music reflect culture? What makes a great work of musical art? What is the relationship between composition and performance? What are the obligations of the performer to the composer? What goes into the preparation of a performance? What is the impact of the audience on the performer? How much improvisation takes place in a live performance? What makes a particular performance outstanding, or by contrast, unsuccessful? Students will be provided tickets and expected to attend a minimum of ten performances from the Carolina Performing Arts and Music from the Hill Series. Among the major performances offered are:

- McCoy Tyner Quartet, September 9
- Earl Scruggs with special guest The Red Clay Ramblers, September 15
- Chick Corea, Christian McBride, and Brian Blade, September 24
- Leon Fleisher, piano, September 30
- Ozomatli, October 1

- Hugh Masekela, October 11
- Mariinsky Orchestra – Valery Gergiev, conductor (Mahler Symphony No. 6), October 14
- Omara Portuondo, November 5
- Kremerata Baltica – Gidon Kremer, violin/leader, November 8
- Carrie Rodriguez and Ben Sollee, November 17

Detailed concert descriptions are available at www.carolinaperformingarts.org.

James Moeser is Chancellor Emeritus and Professor of Music. He served as UNC’s chancellor for eight years, stepping down from that position in July, 2008. With degrees in music (organ performance) from the Universities of Texas and Michigan and Fulbright study in Berlin and Paris, he had a distinguished career as a concert organist before beginning a new career in academic administration. He served as an academic dean at the University of Kansas, where he was also a distinguished professor of organ, and at Penn State University. He was provost at the University of South Carolina and chancellor of the University of Nebraska-Lincoln, before coming to Chapel Hill. One of his proudest achievements was the creation of the Carolina Performing Arts series and the position of Executive Director of the Arts.

Emil Kang is Executive Director for the Arts and Professor of the Practice of Music. Kang arrived in 2005 as UNC’s first Executive Director for the Arts, a senior administrative post created to help unify and elevate the performing arts at the University. In his first season, Kang introduced the University’s first major performing arts series, inaugurated in conjunction with the grand re-opening of the University’s main venue, Memorial Hall. After only three years, the University was invited to join the national consortium of Major University Presenters. Prior to coming to Chapel Hill, Kang served as President and Executive Director of the Detroit Symphony Orchestra.

**PHILOSOPHY**

**PHIL 076H: Is Free Will an Illusion?**  
*Philosophical and Moral Reasoning (PH)*  
John Roberts  
MWF, 9:00 am–9:50 am

The idea that we have free will seems to be crucial to the way we understand ourselves. The very idea of moral responsibility seems to take it for granted that we have free will, and so does the idea that we can express ourselves through our actions and our lives. But there are a variety of arguments that seem to show that we do not really have free will. Some of these come from modern science, but some come from
philosophy and were well-known even to the ancient Greek philosophers. In this seminar, we will make a systematic exploration of the reasons that have been offered for thinking that we don’t have free will, from the 4th century BCE to the present century. We will also critically evaluate these arguments, and try to come to a reasoned and principled view on the question of free will. The seminar will be discussion-based, and each student will have a turn at doing a presentation and leading the discussion. There will be many short writing assignments and one long one.

John T. Roberts is an Associate Professor of Philosophy (Ph.D., University of Pittsburgh). His primary research interests are in philosophy of science, philosophy of physics and metaphysics. He has published articles on laws of nature and objective chance, and one book, The Law-Governed Universe (Oxford University Press, 2009). He loves contra dancing and traditional Cajun dancing (though he keeps these interests out of the classroom).

PHIL 078: Death as a Problem for Philosophy: Metaphysical and Ethical
Philosophical and Moral Reasoning (PH)
Thomas Hofweber
TR, 11:00 am–12:15 pm

We all are going to die, but is death the end? Could it be that some time after your death you are alive again? But what would make it you who is alive again, rather than someone else who thinks they are you? Is it bad to die? Would it be better to live forever? It is clear that we can harm those who are alive, but can you harm those who have died? Can you harm those who aren’t alive yet, but will be alive? How about those who will never live at all? When we are considering the consequences of our actions, should we only focus on those who are alive now, or also those who did or will live? What about those who will never live at all? Is our worrying about death related to our perception of time as passing? Does time actually pass, or is it more like space? Why are we more concerned about when we will die than when we were born? We will discuss these and other questions related to death, time, value, and existence. We will read articles that some clever people have written about these questions, and we’ll try to find out, with their help, what the right answers are.

Thomas Hofweber is an Associate Professor of Philosophy. He works mostly in metaphysics, the philosophy of language, and the philosophy of mathematics. He is presently writing a book entitled Ontology and the Ambitions of Metaphysics.

He has been awarded the American Philosophical Association’s Article Prize in 2006 for best article in philosophy published in the previous two years, and his work has been selected twice for the Philosopher’s Annual as one of the ten best articles of the year. He did his undergraduate work at the University of Munich in his native Germany, his Ph.D. at Stanford University, and taught at the University of Michigan in Ann Arbor before coming to UNC. He makes his own sauerkraut from scratch and despite teaching this class doesn’t usually wear black.

PHIL 089: Evil
Philosophical and Moral Reasoning (PH)
Susan Wolf
TR, 11:00 am–12:15 pm

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? This seminar 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 seminar 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.

PHYSICS

PHYS 054: From the Matrix to Mission Impossible: Physics in Movies
Physical and Life Sciences (PL)
Christian Iliadis
MWF, 9:00 am–9:50 am

In this seminar, we will analyze physics concepts by watching scenes from popular movies. The overall
The University of North Carolina at Chapel Hill

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. No prerequisite is required.

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 and Astronomy at UNC, teaching a variety of undergraduate and graduate courses. His research specialty is nuclear astrophysics, which is the science of how stars generate energy and produce the elements in the Universe via nuclear fusion reactions. He also wrote a recently published textbook on this subject. His favorite hobby is soccer (or football, as it is called in the rest of the world).

The FYS program at UNC is a great way to take innovative classes on a topic that interests you while still filling GenEd requirements, which helps in the transition to college and in using the Academic Worksheet.

-Erika E.

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

Physical and Life Sciences (PL); Quantitative Intensive (QI)
Gerald Cecil
TR, 3:30 pm–4:45 pm

Cheap domestic oil propelled the U.S. to world economic and military dominance, and has fed hence boosted world population. Now that the easier half of the world’s oil supply has been consumed, competition for the rest has intensified. Meanwhile 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. Current economic stress will make investments in alternatives that much more challenging. 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 and food production, transportation, industry, 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. The seminar will visit renewable energy businesses and sites, and will 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. He is writing a textbook on energy that explores the quantitative basis and implications of peak among other topics.

CITY AND REGIONAL PLANNING

PLAN 055: Sustainable Cities

Social and Behavioral Sciences (SS)
Todd BenDor
MW, 2:00 pm–3:15 pm

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 into the future. We will look at how cities have evolved and how different approaches to property rights and urban development affect sustainability and 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. In this seminar, students will engage in discussions about the economic, social, and environmental conditions of cities, and make presentations about urban sustainability topics that interest them. Students will also examine several different cities to understand how their actions...
have transformed their urban environments. By the end of this seminar, 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.

**PLAN 058: Globalization and the Transformation of Local Economies**

*Social and Behavioral Sciences (SS); Global Issues (GL)*

Meenu Tewari
TR, 11:00 am–12:15 pm

Walk down Franklin Street or into any Wal-Mart store and you will enter into the international economy of the 21st century. These days it is hard to go far without encountering someone or something that is part of a global network of production, trade, and consumption. This seminar examines how globalization impacts economic, political, social and spatial structures of regional and local landscapes. Using directed readings, participative class exercises, and cases that cut across developed and developing countries, we will focus on how global pressures and economic integration is changing local economies. Specifically, we will apply the concepts we learn in class to understand the effects of globalization on North Carolina’s economy. We will ask how global pressures are affecting jobs, communities, local industries and skills in the region.

Meenu Tewari teaches economic development and regional planning in the department of City and Regional Planning. Her interest in studying issues of poverty and development grew out of observing the paradoxes of growth and innovation and resilience that are simultaneously mixed in with deprivation, want and need in industrializing countries like India where she grew up. This led her to study economic and international development at M.I.T, where she earned her Master’s and Doctoral degrees before joining the faculty at UNC. She works on issues of comparative economic and industrial development, the political economy of poverty, small firms, public sector reform and the informal sector. Her work has been published in several journals, and she has served as research consultant for several international organizations including, the Inter-American Development Bank, the International Labor Organization, UNIDO and the World Bank.

The FYS experience is incredible. As first years, we often get stuck in large lecture classes with hundreds of students. The FYS program is perfect for getting to know fellow classmates and having the opportunity to study topics otherwise not offered here at Carolina. I absolutely loved it and met many of my friends through these classes. Find one that you’re interested in (trust me, there are plenty that are amazing), and TAKE IT!

-Russell M.

**POLITICAL SCIENCE**

**POLI 050: Movies and Politics**

*Communication Intensive (CI); Social and Behavioral Science (SS)*

Pamela Conover
MW, 9:00 am–11:20 am

In this seminar, we will consider the interplay between films and politics—filmmakers and citizens. While we will discuss production values, what movies “mean,” and the intent of filmmakers, our major focus will be on the contribution of films to political life, and what we can learn from films about our political system as well as ourselves as citizens. Towards this end, we will watch both fictitious and documentary films. Throughout the seminar, one theme will be to evaluate whether political films provide accurate understandings of reality. Another theme will be to explore the changing influence of documentary filmmakers in shaping the political role of films in our society. A third theme will be to consider how political life is shaped by diversity—race, class, gender, sexuality, and religion—and the extent to which that diversity is represented in films. A final theme will be to examine how our self-understandings as citizens are shaped by the experience of watching films. Among the topics covered will be propaganda, industry and governmental censorship, campaigning, interest groups...
and corruption, congress and the presidency, the judicial system, foreign affairs, and contemporary wars. In addition to watching films and reading about them, students will engage in seminar discussions, reader’s theatre, wiki writing, and online discussions.

**Pamela Conover, Burton Craige Professor of Political Science, was educated at Emory University, B.A. (1973) and the University of Minnesota, Ph.D. (1979). Professor Conover teaches courses dealing with political psychology, women and politics, and the politics of sexuality. In the past, Professor Conover’s research has concerned the nature of political thinking, and the politics of identity and citizenship. She also coauthored the book Feminism and the New Right (1983). Her current research is focused on the virtues of political leadership. In her spare time, she enjoys mountain biking and being walked by her two golden retrievers, Ally and Gracie.**

The FYS program creates a nice balance of big classes and small classes. You learn in which setting you learn better because they’re both completely different learning environments. My FYS professor was awesome, and I didn’t think I would get so close with an actual professor my first year. And because it was in a seminar setting, my class was also really close. I met some awesome people I still keep in touch with.

—Coty L.

**POLI 058: Global Production and Workers’ Rights: North Carolina, Latin America, and East Asia**  
*Social and Behavioral Sciences (SS); Global Issues (GL)*  
**Thomas Oatley**  
TR, 8:00 am–9:15 am

This seminar explores the politics of economic globalization, with a focus on the relationships among trade, multinational corporations, and workers’ rights. We consider how industries in North Carolina (textiles, furniture, and technology) have been impacted by the relocation of production (both to and from North Carolina), and the politics surrounding trade and investment policy in the state. We then compare North Carolina’s experience with that of two regions and industries in the developing world—the textile sector in Mexico (and elsewhere in Latin America) and the technology sector in China (and elsewhere in Asia). The course begins with an overview of the economic rationale for trade and foreign direct investment, as well as review of trends in trade openness and multinational production. It then suggests several ways in which economic globalization can lead to political mobilization, both for and against greater openness. We spend the remainder of the course considering three cases of the globalization of production, with an eye toward understanding how economic transformation in North Carolina compares with the transformations taking place elsewhere in the world, and what the benefits (and costs) of such transformations are. No background in economics is necessary.

**Thomas Oatley, Associate Professor of Political Science, specializes in international political economy, teaching courses on the politics of global trade and finance, the European Union, and related topics. His research interests focus on international cooperation, international institutions, and international finance. He is the author of Monetary Politics (1997), which investigates the political economy of exchange rate cooperation in the European Union, and International Political Economy: Interests and Institutions in the Global Economy (2003).**

**POLI 062: Power Politics**  
*Social and Behavioral Sciences (SS); Communication Intensive (CI)*  
**Terry Sullivan**  
TR, 3:30 pm–4:45 pm

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. Since 1997, Professor Sullivan has directed the White House Transition Project, which provides help to all the presidential**
campaigns and the past two president elects as they prepare to assume the presidency. Professor Sullivan serves on the National Commission on the Federal Appointments Process and served on President Bush’s Presidential Transition Coordinating Council where he helped coordinate the Bush to Obama transition.

**POLI 065: Pressure and Power: Organized Interest in American Politics**  
*Social and Behavioral Sciences (SS)*  
**Virginia Gray**  
TR, 2:00 pm–3:15 pm

Bank of America, the Sierra Club, the National Rifle Association, UNC, and the Allied Underwear Association—what do they have in common? They are all interest organizations that employ lobbyists in Washington, D.C. As social scientists, we can use a common framework to analyze these and other organized interests: Why are there so many of them? Where do they come from? Are they ruining democracy? Can there be democracy without groups? What can we do about groups? Each student will select an interest group to track throughout the semester, and a series of web-based assignments will culminate in an analysis paper. Other assignments will involve participating in debates and group generation of reform proposals.

Virginia Gray joined the UNC faculty in 2001 as Winston Distinguished Professor of Political Science, after spending many years at the University of Minnesota. She received her Ph.D. from Washington University where she studied with the eminent scholar of interest groups, Robert Salisbury. Her specialties are state politics and public policy. Since 1988, her major research focus has been collaborative work with Professor David Lowery on interest groups. They have published a book and fifty journal articles on interest groups, and their work has been supported by two grants from the National Science Foundation and one from the Robert Wood Johnson Foundation. Dr. Gray also brings practical credentials: she was a registered lobbyist in the state of Minnesota and the head of a PAC, for the U of M Faculty Association. In her spare time she can be found cheering on the Tar Heels at the Dean Dome.

**POLI 089: Politics in France**  
*Social and Behavioral Sciences (SS); Global Issues (GL)*  
**Frank Baumgartner**  
MW, 3:30 pm–4:45 pm

Democracy in the US implies federalism, states’ rights, local control of police and education services, and relatively low taxes by international standards. And just two political parties. Politics in France involves centralized power, a subservient Parliament with little constitutional authority to be co-equal with the executive branch, at least a dozen political parties offering candidates in national elections, and a tradition of democracy just as great as that in the US. But the US and French conceptions of how government should best operate could hardly be more different. We will discuss politics in France with an idea of understanding in detail a system that could hardly be more different than the US system. Both historical development and current practice will be discussed, but the emphasis will be on current politics in France.

Frank R. Baumgartner is the Richard J. Richardson Distinguished Professor of Political Science. He was a double-major in college in French and political science, studied abroad as a student in southern France, and became fascinated with the complicated and ideologically charged political system in France, especially how it differed so dramatically from the US. He wrote his first book on French politics in 1989 and since then has been active in both US and French politics writing. He teaches each summer at Sciences Po Paris.

**PSYCHOLOGY**

**PSYC 051: The Mind and the Computer**  
*Physical and Life Sciences (PL)*  
**Peter Gordon**  
TR, 9:30 am–10:45 am

Is the human mind a machine? This question has intrigued philosophers and psychologists at least since the 17th century. During the last 50 years a new type of machine—the computer—has been developed that can perform many functions that previously could only be performed by the human mind. Major advances in computer technology occur on a regular basis and show no signs of slowing down. This seminar will examine the nature of human thought in relation to the operations of contemporary computers and will also consider how computers will likely develop in the future. Students will consider questions such as whether qualities of the mind (like consciousness and emotion) can be reduced to physical activities of a machine. They will also consider the implications that such a mechanistic reduction has for morality and ethics. Scientific readings will focus on the nature of human cognition and of machine intelligence.
Professor Peter Gordon’s field is the psychology of language and his interests in that topic are very broad. Right now he is focusing on several topics related to the higher levels of language comprehension. These include: the nature of the memory processes involved in understanding complex sentences, the identification of universal and language-specific processes in language comprehension, and the use of ERPs and fMRI to understand the relation between the brain mechanisms used for processing words in isolation and in meaningful context.

PSYC 061H: Drug Addiction: Fact and Fiction
Physical and Life Sciences (PL); Communication Intensive (CI)
Rita Fuchs-Lokensgard
TR, 2:00 pm–3:15 pm
Illicit and legally available drugs make the user feel good but also promote the development of physical/psychological dependence. In this biological psychology seminar, we will take a multi-disciplinary approach to learn about the neurobiology of drug addiction with a focus on the following interesting questions: Are media depictions of drug addiction accurate? What are the beneficial and harmful psychological effects of abused drugs? What has scientific research, using human and animal subjects, revealed about the neurobiology of the “brain on drugs”? Are drug-associated environmental stimuli important in the addiction process? Do most users become addicts? How does our conceptualization of addiction influence treatment and drug policy? Has the “war on drugs” been successful? We will tackle these questions through classroom discussions, lectures, guest lectures, movies, writing assignments, an oral presentation, and a visit to a research lab. In this communication intensive course, the critical analysis of methodology used to advance our knowledge about addiction will be emphasized.

Rita Fuchs-Lokensgard (Ph.D., Arizona State University, 2000) is an Assistant Professor in Behavioral Neuroscience within the Department of Psychology. Her passion is to investigate the brain mechanisms through which drug-associated places and objects come to elicit craving and promote drug relapse in drug addicts. She hopes that her research findings will contribute to the development of successful treatments for drug dependence. Her drug of research focus is cocaine and her drug of choice is chocolate.

PSYC 062: Positive Psychology: The Science of Optimal Human Functioning
Social and Behavioral Sciences (SS); Communication Intensive (CI)
Barbara Fredrickson
TR, 3:30 pm–4:45 pm
What does it mean for humans to flourish, or function at their very best? Positive psychology is a new movement that tackles this age-old question scientifically. One basic premise of positive psychology is that human flourishing—a life rich in purpose, relationships, and enjoyment—will not result simply by curing pathology and eliminating behavioral and emotional problems. Rather, flourishing requires building and capitalizing on human strengths and capacities. Another basic premise is that human flourishing involves unlocking or building potential resources, capabilities and capacities at multiple levels—in people, and also within groups and systems. Students will explore these issues through class discussions, experiential assignments, writing assignments, guest lectures, as well as by collecting data on their own lives.

Barbara Fredrickson is Kenan Distinguished Professor of Teaching and Director of the Social Psychology Doctoral Program in the Department of Psychology. She is also author of Positivity (Crown, 2009). She received her Ph.D. from Stanford University in 1990. Her research centers on emotions, especially positive emotions. Among other topics, she explores the conditions that promote human flourishing and optimal well-being. Her research and teaching have received multiple awards and international recognition.

PUBLIC POLICY
PLCY 085: Reforming America’s High Schools
Gary Henry
W, 2:00 pm–4:30 pm
With graduation rates for many high schools below 50 percent and proficiencies in mathematics and science often below 60, these statistics paint a clear picture of the need for high school reform in the U.S. Minorities and students living in poverty fare much worse than the average students. In this seminar, we will examine the evidence concerning the main problems that are occurring in America’s high schools. After assessing the problems, we will examine three popular reform strategies: 1) increasing resources, such as more funding or better teachers; 2) improving leadership and teacher working conditions; and 3) structural reforms, including
smaller high schools and specialty schools. Students will hear from high school reformers and develop a reform proposal for a high school in North Carolina.

Gary Henry is the Duncan and Rebecca Kyle MacRae Professor of Public Policy and the Director of the Carolina Institute for Public Policy. He specializes in education policy, child policy, policy and program evaluation, quantitative research methods.

RELI 070: Jesus in Scholarship and Film
Social and Behavioral Sciences (SS)
Bart Ehrman
M, 9:00 am–11:50 am

This seminar will examine how historians have reconstructed the life, teachings, and death of the historical Jesus. We will look at the Gospels of the New Testament, as well as references to Jesus in other writings (Roman and Jewish sources, as well as Gospels that did not make it into the New Testament). In addition, we will explore how Jesus has been portrayed in modern film, including such Biblical “epics” as The Greatest Story Ever Told, such “period pieces” as Jesus Christ Superstar, such brilliant retellings as “Jesus of Montreal,” and such controverisal films as The Last Temptation of Christ, and The Passion of the Christ. The ultimate goals of the course are to see what we can say about the historical man Jesus himself and how Jesus came to be portrayed in both ancient sources and modern imagination.

Bart Ehrman is the James A. Gray Distinguished Professor of Religious Studies. He has taught at Carolina since 1988. Author or editor of fourteen books, he is widely regarded as a leading expert on the New Testament and the history of the early Christian church. He is also a well known teacher on campus, having won the Undergraduate Students Teaching Award and the Bowman and Gordon Gray Award for Excellence in Undergraduate Teaching.

RELI 073: From Dragons and Foxes to Godzilla and Pokémon: Animals in Japanese Myth, Folklore, and Religion
Literary Arts (LA); Beyond the North Atlantic (BN); Communication Intensive (CI)
Barbara Ambros
TR, 3:30 pm–4:45 pm

This seminar examines the cultural construction of animals in Japanese myth, folklore, and religion. We will discuss various kinds of animals: those that occur in the natural world (insects, snakes, foxes, badgers, monkeys), those that are found in myths (dragons, tengu (goblins), oni (demons)), and those that have appeared in popular media such as science fiction and animation (Godzilla, Pokemon). We will explore how images of various animals were culturally constructed as tricksters, gods, monsters, or anthropomorphic companions; how animals were ritualized as divine, demonic, or sentient beings in Buddhism, Shinto, and folk religion; and how animals could serve as metaphors that embodied collective ideals or nightmares. Most of our readings will focus on primary and secondary texts from the Japanese tradition (in English), but we will also read theoretical texts on human-animal relationships and historical studies on animals in premodern Europe and China. We will also view and analyze several Japanese animated films that deal with animals and environmental issues, such as The Princess Mononoke and Pompoko.

Barbara Ambros (Ph.D. Harvard University) teaches East Asian Religious in the Religious Studies Department. Her research interests include pilgrimage and sacred mountains in Japan, the religions of Asian diaspora communities in Japan, and animal memorial rites in contemporary Japan. She is particularly interested in methodological issues such as gender, space/place, and the modern construction of religious traditions.

I loved my Romance Language FYS so much that I declared my major based on how much I enjoyed the course. I came into it with no previous knowledge of the subject and left it a new passion and a desire to learn more.

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

Students will be asked to explore the links between Arts and Sciences as they examine a variety of texts, from popular music to scientific prose. Particular emphasis will be 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. 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. 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.

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 contribute to the sustainability of a social mission. We study specific cases of social entrepreneurs designing innovations that change social dynamics in ways that empower the poor. For example, one young entrepreneur changed the way the Tijuana dump operated in a way that lifted the human residents of the dump out of the worst poverty, another NGO trains ex-offending gang members in “green” careers, and the microloan organization Kiva.org lets users choose the aspiring entrepreneurs they will support. Students will then apply the critical thinking skills emphasized in the seminar to issues in NC Latino communities and learn important business skills that can help sustain endeavors that benefit the community. Students will experience, rather than simply examine, the bilingual and bicultural commercial and social enterprises that surround our campus by working and networking in a local agency or business 2–3 hours each week. This community service-learning experience will allow students to apply the knowledge and skills that they developed in the seminar. Previous knowledge of Spanish will “come in handy,” but is not a prerequisite in this seminar. Alumni of Spanish and Entrepreneurship have gone on to win prestigious campus awards: two are winners of Entrepreneurial Public Service Fellowships and another was a finalist in the Carolina Challenge Business Plan competition.

Darcy Lear is the coordinator of the Spanish for the Professions minor as well as the Spanish track in the minor in Entrepreneurship. In 2010 she was the APPLES Service Learning Program’s Teaching Excellence Award winner. Dr. Lear teaches service-learning courses in entrepreneurship, Business Spanish, and Spanish for Journalism and Mass Communications. She is the co-author of a forthcoming McGraw-Hill introductory Spanish language textbook.

**SOCIOMETRY**

**SOCI 058: Globalization, Work, and Inequality**

**Carolina Entrepreneurial Initiative**

*Global Issues (GL); Social and Behavioral Sciences (SS)*

Ted Mouw
TR, 12:30 pm–1:45 pm

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. 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 064: Equality of Educational Opportunity Then and Now
Social and Behavioral Sciences (SS)
Karolyn Tyson
TR, 2:00 pm–3:15 pm
The 1954 Brown v. Topeka Board of Education Supreme Court case centered on one of the most significant and controversial issues in American public education: equality of educational opportunity. As we reflect on more than 50 years of this historic ruling on school segregation, this seminar will examine in-depth the social conditions that precipitated the case and the educational landscape since that time, including issues such as within- and between-school segregation, curriculum tracking and ability grouping, the black-white achievement gap, and other factors associated with equality of educational opportunity. Students will read historical and contemporary accounts and research reports on the move and progress toward equality of educational opportunity, view films related to the topic, conduct a research project exploring the experience of segregation among different segments of the U.S. population, and prepare oral presentations and a written research report.

Karolyn Tyson is Associate Professor in the Department of Sociology. She earned her doctorate in sociology in 1999 from the University of California at Berkeley. Her main fields of interest are sociology of education, social psychology, and social inequality. Dr. Tyson’s publications have addressed such topics as how schools reproduce social inequality and the role of the schooling experience in the development of attitudes toward school. Her overall program of research centers on understanding how cultural, structural, and individual-level factors affect school achievement and contribute to unequal educational outcomes.

SOCI 066: Citizenship and Society in the United States
Social and Behavioral Sciences (SS); North Atlantic World (NA)
Andrew Perrin
TR, 9:30 am–10:45 am
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 seminar 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

Although science is mainly my forte, I decided to take an Urban Studies FYS, and it really fascinated me. Even though I don’t plan to major in Urban Studies, I now think about the multifaceted impact of land use and buildings on society all the time. I highly recommend that you take at least one FYS to expand your horizons on topics you weren’t sure about or had never heard of, or to learn more about a topic that interests you (but perhaps not your intended major...yet). The work is very interesting, geared toward first-years, and each student is given personal attention in a small classroom setting. Do it!

-Caroline J.
citizenship and America’s civic health. On election day, students will fan out across Chapel Hill and Carrboro to watch and learn as citizens engage in the core practice of democracy—voting. We will bring those experiences back to the classroom to understand the strengths and potentials of democratic citizenship in a real-world context.

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 U.S.; 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); Global Issues (GL); Social and Behavioral Sciences (SS); U.S. Diversity (US)
Jackie Hagan
TR, 11:00 am–12:15 pm

Contemporary international migration is transforming politics, economics, social relations, and ethnic identities in societies throughout the world. This seminar is designed to introduce students to the fascinating and ever-changing study of immigration in contemporary America. We will cover the great waves of European migration at the turn of the 20th century, review the emergence of Latino and Asian migration flows to the United States after 1965, and the contemporary movement of migrant agricultural workers to North Carolina, a state that until recently had experienced little or no migration. We will look at why people migrate, how citizens respond to that migration, how the federal government regulates migration, how local communities manage the settlement of its newcomers. Through a variety of methodological approaches, ranging from fieldwork to content analysis to interviewing to research, students will be actively engaged in each of the topics examined throughout the course.

Jacqueline Maria Hagan, 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 U.S.

STATISTICS AND OPERATIONS RESEARCH

STOR 064: A Random Walk Down Wall Street
Quantitative Intensive (QI)
Chuanshu Ji
TR, 9:30 am–10:45 am

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 seminar 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. Grades will be based on students’ performance in their homeworks, projects, and 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.
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Dr. J. Steven Reznick, Associate Dean for Knowledge
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