



First Year Seminars

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

FALL 2011



NEW STUDENT
ORIENTATION
— 2011 —



UNC
COLLEGE OF
ARTS & SCIENCES



First Year Seminars

For Your Success!

FALL 2011

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.



PHOTO BY DAN SEARS, UNC-CHAPEL HILL

A note from J. Steven Reznick

Associate Dean for First Year Seminars and
Academic Experiences

FOR MORE INFORMATION

Talk with your advisor at
ORIENTATION this summer.

The ACADEMIC ADVISING office
can be reached at (919) 966-5116.

Explore the FIRST YEAR SEMINARS
PROGRAM website: 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.

Carolina's First Year Seminar (FYS) Program provides a unique academic opportunity within our broader curriculum. FYS are small (no more than 24 students), they are taught by our best instructors, 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 provides a hands-on preview of the exciting world of engaged scholarship that awaits them at Carolina.

FYS are "regular courses" in the sense that they are one semester in duration, offered in the fall and spring, provide three credit hours, and meet General Education Requirements. FYS go beyond "regular courses" in their emphasis on active learning, which usually includes class discussion and 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 with peers in the context of scholarship and intellectual discovery.

PLAN AHEAD

Most students can identify 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 complete 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 identify a dozen or more FYS that would be of interest (use the back cover of this brochure to help get organized). When registration is available online, students can continue seeking seats in these FYS and also view all FYS that have open seats. Finally, registration 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.

I urge you to be wise and take advantage of this valuable learning experience!



First Year Seminars

FALL 2011

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

GENERAL EDUCATION CODES

BN	Beyond the North Atlantic	LA	Literary Arts	QR	Quantitative Reasoning
CI	Communication Intensive	NA	North Atlantic World	SS	Social and Behavioral Sciences
EE	Experiential Education	PH	Philosophical and Moral Reasoning	US	U.S. Diversity
GL	Global Issues	PL	Physical and Life Sciences	VP	Visual and Performing Arts
HS	Historical Analysis	QI	Quantitative Intensive	WB	World before 1750

AFRICAN STUDIES

AFRI 50: KINGS, PRESIDENTS, AND GENERALS: AFRICA'S BUMPY ROAD TO DEMOCRACY

BN, CI

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

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 over 30 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 50: DEFINING BLACKNESS: NATIONAL AND INTERNATIONAL APPROACHES TO AFRICAN-AMERICAN IDENTITY

SS, US

Timothy McMillan
TuTh, 2:00–3:15pm

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 the politics of race in the U.S. and internationally. In this year, the 10th anniversary of the September 11th attacks on the United States, how does race play a role in our national identity and our international concerns? 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 a senior lecturer in, and the associate chair of, the Department of African and Afro-American studies. He received his 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, N.C. In 2007 he won the Tanner Award for Excellence in Undergraduate Teaching and has won the Black Student Movement's Hortense McClinton Faculty Award twice. Dr. McMillan is currently working on a book about race and remembrance at Carolina, and often conducts a "Black and Blue" tour of campus.

AMERICAN STUDIES

AMST 55H: BIRTH AND DEATH IN THE UNITED STATES (HONORS)

CI, NA, PH, US

Timothy Marr
TuTh, 2:00–3:15pm

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 project. 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.

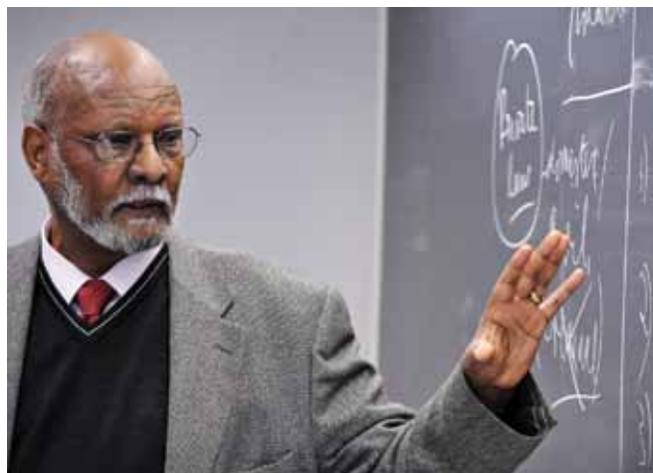
AMST 89: A SEMESTER AT WALDEN

LA, NA

Robert Cantwell
TuTh, 9:30–10:45am

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*, and while under its influence they will conduct an experiment of their own in the deliberate life that emerges 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 Carolina 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; has written essays in music, literary, and cultural criticism; and he has 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.*



*Kings, Presidents, and Generals, led by Professor Bereket Selassie, AFRI 50.
Photo by Dan Sears, UNC-Chapel Hill.*

ANTHROPOLOGY

ANTH 89: PUBLIC ARCHAEOLOGY IN BRONZEVILLE: RESEARCH AND COMMUNITY ENGAGEMENT IN CHICAGO'S BLACK METROPOLIS

EE, HS

Anna Agbe-Davies
MWF, 10:00–10:50am

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 of people 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.

Anna Agbe-Davies is an historical archaeologist whose excavations have explored the plantation societies of the colonial southeastern U.S. and Caribbean, as well as towns and cities of the 19th and 20th century Midwest, with an emphasis on sites of the African diaspora. Her current projects include excavation and community collaboration at the sites of New Philadelphia, Illinois, and the Phyllis Wheatley Home for Girls on the south side of Chicago. Her research and teaching interests are strongly shaped by her own experiences as an undergraduate at the College of William and Mary, and the time she spent working in museum settings before becoming a professor. She received her Ph.D. from the University of Pennsylvania. Prior to that, she was a staff archaeologist for the Colonial Williamsburg Foundation’s Department of Archaeological Research.

“Before I took this class, I never knew there was so much more to being black than just the color of the skin and African ancestry. To define “Blackness” I had to dig a little deeper than what I expected and examine things that I never gave thought to before. As an African-American student I thought I knew exactly what it meant to be Black....but it seems that I was mistaken.”

– Keyonda P., class of 2014

ART

ART 51: ASSUMED IDENTITIES: PERFORMANCE IN PHOTOGRAPHY

CI, VP

Susan Page
Tu, 5:00–8:00pm

This seminar will use photography and its aspects of role playing, performance, and documentation to understand the construction of identity. We will look at historical and contemporary photographers who use assumed identities and personas to comment on and explore their changing identity roles in society and challenge society’s stereotypes. We will explore identity and its representation through individual and group performance/ photography projects working with still photography, video, and avatars in Second Life (the virtual online 3-D world).

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 her 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.

ART 79: MEANING AND THE VISUAL ARTS

VP

Mary Pardo
MWF, 3:00–3:50pm

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 and 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. We will read about and analyze unusual images (monsters such as dragons, medieval gargoyles and drogeries, 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 PowerPoint assignments in which he or she will transform the information derived from our seminar materials into a personal creative project.

Associate Professor Mary Pardo serves as the Undergraduate Advisor for art history, and was co-director of the UNC Rome Summer Program, an undergraduate honors study abroad. She earned her Ph.D. at the University of Pittsburgh, concentrating on Art Criticism and Theory of the Italian Renaissance. Throughout her career, she has been continuously intrigued by word and image relationships, a theme that has influenced many of her academic projects (including articles on Leonardo da Vinci and Titian, and her current study of images of love in the secular and religious art of the Renaissance). She has also found this theme to be especially fruitful in a broader scope when used as groundwork for the study and teaching of world art. When asked why she studies Italian art, Mary Pardo answers: “Because of Italian cooking” though she admits that 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).

ART 89: CELTS: DRUID CULTURE

VP, WB

Dorothy Verkerk

TuTh, 11:00am–12:15pm

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 received her M.A. and Ph.D. from Rutgers University. Her area of specialization is early medieval art, and her research interests include the interplay between images and texts in early medieval manuscripts, particularly the ways in which images interpret the meanings of texts through visual references to extra-textual elements such as popular sermons, liturgical rites, political necessities, and catechisms. She has been studying Celts (defined as those who speak/spoke a Celtic language) since 1995, when she first began teaching the course Celtic Art and Cultures. She received a small grant from Chancellor Hooker’s CCI funds to create the website Celtic Art and 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.

CHEMISTRY

CHEM 70: YOU DON’T HAVE TO BE A ROCKET SCIENTIST

PL

Malcolm Forbes

TuTh, 2:00–3:15pm

Often the science presented in the mass media is shallow and one-sided. To truly understand whether a presentation has value, one must critically evaluate it. While the non-scientist may find this a daunting proposition, developing the skills to do so is really not difficult. The underlying theme of this seminar is to learn how the Scientific Method can be used to extract information from the mass media and discuss scientific development and interpretation knowledgeably. Readings and discussions will form the basis for developing a questioning mind and an objective attitude toward science. We will study

the public’s perception of science and scientists, the Scientific Method, and the peer review process as we address controversial subjects such as homeopathic medicine, chiropractic, cold fusion, polywater, creationism, psychics/ESP, and perpetual motion machines. We will learn to apply healthy skepticism to assess the value of these treatments/theories. Required readings: *Why People Believe Weird Things: Pseudoscience, Superstition, and Other Confusions of Our Time* by Michael Shermer, *Did Adam and Eve Have Navels?: Debunking Pseudoscience* by Martin Gardner, and *Voodoo Science* by Robert L. Park.

Born in Belfast, Northern Ireland, and raised in western Massachusetts, Malcolm Forbes completed his Ph.D. degree at the University of Illinois at Chicago. He joined the Department of Chemistry at Carolina in 1990. Professor Forbes has received a number of awards, including a National Science Foundation Young Investigator Award, a Japan Society for the Promotion of Science Foreign Fellowship Award, and most recently a 2007–2008 J.W. Fulbright Fellowship from the U. S. State Department. Dr. Forbes’ research interests span a wide area of physical organic chemistry. His primary focus is studying free radical structure, dynamics, and reactivity using a variety of magnetic resonance techniques. Current projects include the fundamentals of “spin chemistry.” Dr. Forbes enjoys swimming, traveling, and home improvement projects together with his wife and three sons.

“My First Year Seminar provided an excellent chance to learn more about art history. I enjoy producing art but had never gotten the chance to learn and understand the influence of history, specifically war and revolution, on the artist. This course was a unique experience that has made me aware of historical relevance regarding revolutionary art pieces.”

—Zainab S., class of 2014

CLASSICS

CLAS 61: WRITING THE PAST

CI, LA, NA, WB

Emily Baragwanath

MWF, 3:00–3:50pm

The intersection of history-writing, cinema, and fiction will be our focus as we engage with the greatest Greek historians—Herodotus, Thucydides, Polybius—against the backdrop of modern renditions of the past and of war in cinema (including Peter Weir’s *Gallipoli*, Wolfgang Petersen’s *Troy* and Zack Snyder’s *300*), documentaries (including Tolga Ornek’s *Gallipoli*), news footage and short stories. We will examine the strategies of each

ancient writer in confronting challenges that remain pressing for directors, journalists, and historians today. These include difficulties of conflicting perspectives, biased evidence, and the limitations of memory, as well as broader questions about the nature of historical representation. The aim is for students to engage in critical and informed analysis of the strategies of our three ancient historians in ‘writing the past,’ and to draw appropriate comparisons with the challenges that confront modern counterparts. The course will center on in-class group discussion and debate focused on questions arising from the week’s reading or viewing assignments. Students will write two short essays and a longer paper arising from their course project.

Emily Baragwanath studied at the University of Auckland, New Zealand, before taking up a Rhodes Scholarship to the University of Oxford, U.K. where she gained her doctorate in Classics. She has since worked as a postdoctoral fellow at Christ Church, Oxford, and at Harvard’s Center for Hellenic Studies in Washington D.C. Her main area of scholarly interest is the literary techniques employed by Greek historians in their construction of historical narratives. Her book, Motivation and Narrative in Herodotus, winner of Oxford’s Conington Prize and the CAMWS Award for Outstanding Publication 2010, explores the representation of human motivation in Herodotus’ Histories.



Documentary Drama Class, DRAM 54.
Photo by Dan Sears, UNC-Chapel Hill.

CLAS 89: THE ANCIENT ANIMAL

PH, WB

Brendan Boyle
MWF, 4:00–4:50pm

The ethical standing of animals is a very vexed question. What do we owe them? What constitutes treating them justly? Ancient thinkers also grappled with these questions, but in a very different manner. Indeed, animals were perhaps more deeply a part of their political and moral philosophy than they are ours. In this seminar we will examine a range of ancient texts grappling with the moral standing of animals. We will attempt to identify both the positions articulated in these texts and determine what significance those positions have for contemporary debates.

Brendan Boyle has taught at Carolina since 2007, and focuses on ancient ethical and political theory. In his spare time he runs with his wife, a political theorist, and their two dogs—a German Shorthaired Pointer and a Blue-tick Hound—in the woods around Chapel Hill.

COMMUNICATION STUDIES

COMM 82: GLOBALIZING ORGANIZATIONS: FOOD POLITICS

CI, GL, SS

Sarah Dempsey
TuTh, 3:30–4:45pm

“Globalization” is both a hotly contested subject and a central part of contemporary life. This course provides an introduction to key debates by focusing on the politics of the global food system. By the end of the semester, you will gain an understanding of the impacts of various “globalized” and “globalizing” organizational actors within the global food system. We will consider the roles of multinational companies, commodity chains and their labor practices, food marketing and consumption, and community-based social movements. The course also includes experiential activities designed to foster critical reflection about the community-building functions of food, including: sharing a dining hall meal, volunteering at the Carolina Campus Community Garden, participating in Hunger Lunch, and visiting the Carrboro Farmer’s Market.

Sarah Dempsey is an Assistant Professor in the Department of Communication Studies. She has taught courses on the topics of organizational communication; work, labor and professional life; nonprofit organizations; and communication and social change. Dr. Dempsey’s teaching incorporates experiential and active learning techniques. Her research interests include processes of social change and advocacy, and problems of participation and communication within international contexts.

COMM 89: GLOBAL FEMINISMS

A Joseph P. McGuire First Year Seminar

GL

Kumi Silva
TuTh, 3:30–4:45pm

This seminar focuses on issues of women and women’s experiences from a global perspective. Through narratives, television, film, poetry, and art, we will interrogate the following questions: What does it mean to be female in contemporary culture? What are global feminisms and what are their uses? How have women been able to empower themselves, and others around them, through various creative and activist avenues? In answering these questions, we will engage and discuss the ways in which women give voice to feminisms that are culturally grounded, and understand what it means to be female in

contemporary global culture. Requirements for the seminar include reflection/response short essays where students connect readings/visual texts of their choice to their own experiences, and a community focused group project.

Kumi Silva is an Assistant Professor of Communication Studies. Her research and teaching are in the areas of gender, transnationalism, and communication. Using various creative texts—including film, television, art, and literature—as well as every day interactions—from conversations to celebrity ‘news’—and foregrounding them through critical theory, she focuses on the social, political, and cultural issues that arise from contemporary global exchanges. Dr. Silva is originally from Sri Lanka, but has also spent considerable time in West Africa and Europe and brings these global perspectives to her teaching and research.

COMPUTER SCIENCE

COMP 60: ROBOTICS WITH LEGO®

QI

Anselmo Lastra
TuTh, 3:30–4:45pm

We will explore the process of design and the nature of computers by designing, building, and programming LEGO® robots. In the classroom we will read and discuss key papers from the beginnings of the computer age to help us understand the machine and our system creations. In the lab we will learn how to use computers to read sensor values and to control actuators. At the end of the semester, we will hold a competition to evaluate our robots. Previous programming experience is not required.

Anselmo Lastra was born in Havana, Cuba, and received a B.S. in Electrical Engineering from the Georgia Institute of Technology followed by M.S. and Ph.D. degrees in Computer Science from Duke University. His research interests are in 3D interactive computer graphics and virtual reality. Lastra enjoys the outdoors, and travel to exotic and distant locations.

“My First Year Seminar (DRAM 81) allowed me to discuss topics unfamiliar to me with students who were just as eager to explore the subject as I was. I developed a newfound curiosity for American drama and experienced the subject through unconventional and effective teaching and learning, rather than just another lecture.”

– Brittany R., class of 2014

DRAMATIC ART

DRAM 81: STAGING AMERICA: THE AMERICAN DRAMA

CI, NA, VP

Greg Kable
TuTh, 2:00–3:15pm

This seminar will examine drama in our nation from its colonial origins to the present. Students will read plays and criticism, screen videos, engage in critical writing, and attend live performances as a means of exploring the visions and revisions that constitute American dramatic history. The seminar will consider American drama as both a literary and commercial art form, and look to its history to provide a context for current American theater practice. The focus throughout will be on the forces that shaped American drama as well as drama’s ability to shed light on the national experience.

Gregory Kable is on the faculty of the Department of Dramatic Art, where he teaches a variety of literature and performance courses. He serves as a production dramaturge for PlayMakers Repertory Company, a professional regional theatre associated with the University. A graduate of the Yale School of Drama, he has an abiding interest in modern American theatre and our dramatic heritage.

DRAM 87H: STYLE: A MODE OF EXPRESSION (HONORS)

CI, NA, VP

McKay Coble
TuTh, 9:30–10:45am

“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...” Oscar Wilde, *The Decay of Living* (1889)

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 will be encouraged to approach the presentation aspect in alternate and creative ways (e.g., performance, game show format, mock interviews, news report ...).

McKay Coble, Chair of the UNC-Chapel Hill Department of Dramatic Art, has been with PlayMakers Repertory Company since 1987 as a Resident Designer in both costume and set design. Ms. Coble also has worked as a designer with the Alley Theatre, Clarence Brown Theatre, Hartford Stage, Utah Shakespeare Festival, New York's 14th Street Playhouse, Weathervane Theatre in New Hampshire, and Milwaukee Repertory Theatre. In addition to becoming a Leadership Fellow in the Institute for the Arts and Humanities (class of 2006), Ms. Coble has served as a member of the Administrative Board of the College of Arts and Sciences as well as a Chair of the Division of Fine Arts, and she currently serves as Chair of the Faculty. Ms. Coble received both her B.A. and M.F.A. from UNC-Chapel Hill. She is an avid gardener with special affection for indigenous N.C. plants and she collects N.C. pottery.

ECONOMICS

ECON 56: ENTREPRENEURSHIP: ASIA AND THE WEST

Carolina Entrepreneurial Initiative

GL, SS

Steven Rosefelde
TuTh, 9:30–10:45am

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 Rosefelde is a professor of economics 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 Carolina'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 68: RADICAL AMERICAN WRITERS: 1930–1960

John L. Townsend III FYS in English

LA, NA

Thomas Reinert
TuTh, 9:30–10:45am

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

Thomas Reinert has a B.A. from the University of Puget Sound and a Ph.D. from Cornell University. He has been teaching in the English Department at Carolina since 1996. He is the author of *Regulating Confusion: Samuel Johnson and the Crowd*, and has published articles and reviews concerned with 18th century English literature and literary theory. He is currently working on 18th century social theory and the novel. He regularly teaches contemporary American literature and 18th century British literature and has also written articles and reviews about them.

ENGL 69: ENTREPRENEURIAL WRITING ON THE WEB

Carolina Entrepreneurial Initiative

CI, LA

Daniel Anderson
MW, 2:00–3:15pm

This seminar will explore the current state of computer-assisted composition and help students develop new media writing projects for emerging online cultural and economic spaces. Content will range from understanding the economic dimensions of cultural production on the web (e.g., viral popularity on YouTube and advertising-supported blogs) to developing new media composition skills necessary for success in emerging online environments, to successfully establishing online domains, and to creating virtual professional spaces.

Daniel Anderson has been teaching computer-assisted composition courses for 16 years. His work occupies the intersections of technology, teaching, and publication. He has developed award winning web-based software for writing instruction and has published multiple books devoted to teaching and studying writing and literature. He has taught First Year Seminar courses at Carolina since the inception of the FYS program. He directs the Studio for Instructional Technology and English Studies at Carolina. His interests include teaching writing through the use of emerging communication media such as the World Wide Web and guiding students as they work together to investigate and create resources for studying literature.

ENGL 84H: INTO THE WEST (HONORS)

CI, LA, NA

Randi Davenport
MWF, 11:00–11:50am

The cowboy is an American hero whose presence endures even now, long after the closing of the American frontier. D. H. Lawrence wrote that the “essential American soul is hard, isolate, stoic, and a killer.” Writers and filmmakers have continually

created and recreated this profoundly fictionalized character, often locating him in a tale where he is compelled to rescue an innocent victim of America's frontier enemies. Each version of the cowboy—from Zane Grey's bold lone rider on the Texas frontier to the wasted U.S. Marshal Rooster Cogburn in the Coen brothers' re-make of *True Grit*—raises questions for us: What qualities do we associate with American heroism? What does it mean to be a good American? How does a good citizen behave when faced with moral choices? Are there distinctly American ethics—and what are they? Is there a difference between justice and the law? Why do we associate the West with freedom? What role does violence play in American culture? Students will read novels, short stories, film, and select non-fiction in order to write about cowboys and gunslingers. They will work in groups in class and out, and will team up to write and produce an original short film featuring a cowboy. Work that will take place outside of the classroom includes the screening of three films, and working with the Beasley Multimedia Resource Center's professional staff to learn basic film production and post-production. This course requires significant reading and writing.

Randi Davenport is Executive Director of the James M. Johnston Center for Undergraduate Excellence; she holds an adjunct appointment in the Department of English and Comparative Literature. A writer and cultural critic, 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*, *Women's History Review*, and the *CEA Critic*, among others. Her award-winning memoir, *The Boy Who Loved Tornadoes* (Algonquin), was published in 2010.

ENGL 85H: ECONOMIC SAINTS AND VILLAINS: THE ENTREPRENEURIAL SPIRIT IN EARLY ENGLISH LITERATURE (HONORS)

Carolina Entrepreneurial Initiative

CI, LA, NA, WB

Ritchie Kendall

TuTh, 9:30–10:45am

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 16th to the 19th 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 18th 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 19th 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 B.A. at Yale University and his M.A. and Ph.D. 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 FYS 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.

“I've always been interested in writing and women's studies, and ENGL 89H gave me the opportunity to explore both. Under Dr. Danielewicz's direction, I became a more precise and intentional writer, learning to savor word choice and marry poetry to meaning.”

— Emily P., class of 2014

ENGL 86: THE CITIES OF MODERNISM

CI, LA

Rebecka Rutledge Fisher

TuTh, 12:30–1:45pm

The Cities of Modernism is a cross-cultural and inter-medial exploration of representations of the “Great City” in High Modernist works of literature, art, and film. Our choice of cities is necessarily restricted by the time allotted for the course, and so we will limit our examination to Harlem/New York, Paris, St. Petersburg (Russia), Chicago, and London. Materials may include texts by Andrei Bely, W.E.B. Du Bois, T.S. Eliot, Jean Toomer, and Virginia Woolf; paintings by cubists, dadaists, futurists, German expressionists, and artists of the Harlem Renaissance; and the films *Metropolis*, by Fritz Lang and *Modern Times*, by Charlie Chaplin. Discussions may include reference to contemporary theoretical essays on the modern city by Walter Benjamin, W.E.B. Du Bois, James Weldon Johnson, Georg Simmel, and Oswald Spengler. Students

will also be exposed to the historical contexts that surround our primary readings. In the past, a Study Gallery, where original modernist art works related to our course materials are exhibited in a space reserved for our class at UNC's Ackland Art Museum, has been curated for this course by the professor. If possible, a Study Gallery will be dedicated to this class for five weeks during fall 2011. Teaching methodology for this course emphasizes active learning, and is therefore discussion-based. Close readings of the texts, where students are asked to comment upon, analyze, and interpret specific passages, will be undertaken each class period.

Rebecka Rutledge Fisher holds a Ph.D. in comparative literature, and regularly teaches seminars on cross-cultural poetics and aesthetics. She has published essays on the work of W.E.B. Du Bois, Frances Ellen Watkins Harper, and Richard Wright, and has also published an edition of Olaudah Equiano's 18th century autobiography. She is interested in the intersection of philosophy and literature, poetry and poetics, and comparative literatures of the African diaspora. Her research areas also include the Francophone Caribbean literatures of Martinique and Guadeloupe. Her edited collection of critical essays on the work of the cultural theorist Paul Gilroy will appear next year. She is currently completing a book-length study entitled Habitations of the Veil: Metaphor and the Poetics of Being before and after Du Bois.



Students attending an inaugural tour of their FYS Study Gallery at the Ackland Art Museum, ENGL 86.

Photo by Dan Sears, UNC-Chapel Hill.

ENGL 89: LITERATURE OF 9/11

GL, LA

Neel Ahuja

TuTh, 11:00am–12:15pm

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 political violence in the fields of law, politics, religious studies, and terrorism studies, we will explore a diverse array of themes related to the 9/11 attacks and the “war on terror” as depicted in memoirs, poetry, novels, public art,

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, depictions of the U.S. military in Iraq, Pakistan, and Afghanistan, and the perspectives of detainees and minority communities on the attacks and their aftermath. Students will read and discuss both critical scholarship and literary texts, discuss major controversies in organized debates, compose two papers, and complete group presentations on topics of their choice.

Neel Ahuja grew up in Topeka, Kansas. He studied gender studies at Northwestern University before completing a Ph.D. in transnational cultural studies at the University of California–San Diego. Since 2008, Neel has been assistant professor of postcolonial literature and theory in the English Department at UNC–Chapel Hill, and he teaches courses on security culture, Caribbean literature, South Asian literatures, medicine and culture, and environmental studies. Neel is currently writing a book on the relationship of biosecurity initiatives to the territorial expansion of the United States since 1893, and has recently written a series of essays concerning the relationships between international politics, animals, and the environment.

ENGL 89H: READING AND WRITING WOMEN'S LIVES (HONORS)

LA

Jane Danielewicz

TuTh, 9:30–10:45am

How do our lives become stories? This simple question provokes writers to produce autobiographies or memoirs or biographies. This honors 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 be challenged to 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. Students will learn the research methods involved in life writing. The seminar will be conducted daily as a workshop to promote interactive, experiential learning. Students will be organized into working groups to facilitate community building. Published authors will visit the class. Students will publish their work through public readings and online venues.

Jane Danielewicz is curious about almost everything; she can't help but live the life of the mind. She is a passionate reader, writer, and teacher. At UC Berkeley, Jane's graduate work focused on linguistics and literacy, writing and rhetoric. Her work at Carolina continues in this vein. She investigates the nature of written language and also the teaching of writing. Her special interest is in life-writing, particularly 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. Jane is currently writing a book, *Autobiographical Actions: Genre and Agency*, about how autobiographical texts are not simply interesting narratives but act to solve social problems or produce new ways of understanding the world.

EXERCISE AND SPORT SCIENCE

EXSS 50: DISCRIMINATION AND SPORT

SS, US

Barbara Osborne
TuTh, 9:30–10:45am

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 13 years of teaching experience at Carolina. She teaches sports law at the undergraduate and graduate levels and at the UNC–Chapel Hill Law School. Prior to her appointment at Carolina, 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 56: LOCAL PLACES IN A GLOBALIZING WORLD

GL, SS

Altha Cravey
MWF, 1:00–1:50pm

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 Carolina, Chapel Hill, and nearby places? This seminar weaves together perspectives on globalization with hands-on exploration of Carolina 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 U.S. 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 63: THE PROBLEM OF NATURE AND ITS PRESERVATION

PH

Stephen Birdsall
TuTh, 2:00–3:15pm

What, exactly, is Nature? Can we say what it is, or must we define Nature by what it is not? And how straightforward is the wish to preserve a particular natural landscape? This seminar will explore alternative conceptualizations of Nature in Western culture, consider how these meanings help create the landscapes in which we live, and evaluate the implications of efforts to preserve Nature, most specifically as natural landscapes. The readings and discussion will concentrate largely on Western (especially American) conceptions of Nature and natural landscapes, but I have included a few selections hinting at other people’s perspectives.

Stephen Birdsall grew up in Michigan but has lived in North Carolina most of his life. He is interested in how places come to be important to people and the ways that what we value shows itself in the landscapes we make. His current interests deal with landscapes that have been created to preserve memories and what these efforts and the memorials themselves tell us about ourselves. He lives well out in the countryside and enjoys good puns, even while recognizing that some people think “good pun” is an oxymoron.

“We hiked in Yosemite, bush-whacked in Owens Valley, swam in a hot spring and went off-roading in Death Valley—all while collecting various samples for specific research topics. We formed friendships for life. It doesn’t get any better than a class that allows you to do hands-on research of the geology of Eastern California.”

– Yiwen W., class of 2014

GEOLOGY

GEOL 72H: FIELD GEOLOGY OF EASTERN CALIFORNIA (HONORS)

A Howard Hughes Medical Institute Collaborative FYS

EE, PL

Allen Glazner

TuTh, 2:00–3:15pm

Have you ever wanted to stand on a volcano, see a glacier, trace out an earthquake fault, or see the Earth's oldest living things? 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, and evidence for recent glaciation and extreme climate change. Before the field trip (which will take place the week of Fall Break and be based at a research station in Bishop, California), the class will meet twice a week to learn basic geologic principles and to work on developing field research topics. During the field trip students will work on field exercises (e.g. mapping, measuring, and describing an active fault; observing and recording glacial features on a hike) and collect data for the 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. The course is designed to teach basic geology "on the rocks," so there are no prerequisites.

Allen Glazner's research focuses on volcanoes, earthquakes, and the processes that build the earth's crust. In a typical year he spends several weeks doing field work with Carolina students in the mountains and deserts of California. He was schooled at Pomona College and UCLA, began his teaching career at UNC-Chapel Hill in 1981, and has won two teaching awards. He is currently Chair of Geological Sciences. Geologic field trips have taken him to Argentina, Greece, Mexico, Italy, Switzerland, Alaska, Chile, British Columbia, Scotland, France, and Hawaii in recent years. He likes mountains, trail running, cycling, jazz, and Mexican food.

GERMANIC LANGUAGES AND LITERATURES

GERM 59: MOSCOW 1937: DICTATORSHIPS AND THEIR DEFENDERS

GL, HS

David Pike

TuTh, 2:00–3:15pm

This seminar deals in the broadest possible context with two critical issues that dominated the 20th 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 and 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.

David Pike received his Ph.D. from Stanford University in 1978 in German Studies with a minor in Russian and has taught at Carolina since 1980. He is the author of three books, The Politics of Culture in Soviet-Occupied Germany, 1945-1949 (1993), Lukács and Brecht (1985), and German Writers in Soviet Exile, 1933-1945 (1982). His research takes him regularly to Berlin and Moscow.

HISTORY

HIST 83: AFRICAN HISTORY THROUGH POPULAR MUSIC

John L. Townsend III FYS in History

BN, HS

Lisa Lindsay

TuTh, 2:00–3:15pm

The focus of this seminar is to examine popular music as a way of understanding African history from the 1930s to the present. We will read background materials on African historical developments and musical styles, do a lot of listening, and try to learn what African musicians tell us about their societies. We'll focus in particular on what popular music can reveal about urbanism in Nigeria, politics in the Congo, and apartheid and its aftermath in South Africa. Students will be asked to research, write about, and present songs in their historical contexts; we'll also attend some live performances as a class.

Lisa Lindsay has a Ph.D. from the University of Michigan. She teaches broadly in African history, but her research focuses primarily on the social history of West Africa, particularly Nigeria. Her first book explored changes in household arrangements and ideas about gender associated with the expansion of wage labor, particularly on the government railway, during the colonial period. She is also interested in the history of slavery, and she is writing a biography of a South Carolina ex-slave who in the 1850s migrated to his father's place of origin in what is now Nigeria, making trans-Atlantic connections that his descendants and their American relatives maintain to this day.

HIST 84: MONSTERS, MURDER, AND MAYHEM IN MICROHISTORICAL ANALYSIS: FRENCH CASE STUDIES

John L. Townsend III FYS in History

HS, NA

Jay M. Smith
MWF, 3:00–3:50pm

In recent years the field of French history (long a trendsetter within the discipline) has witnessed an extraordinary outpouring of microhistorical works covering a range of phenomena from the Middle Ages to the twentieth century. “Monsters, Murder, and Mayhem” will explore at length the distinctive features of microhistorical approaches to the past. After beginning with a brief overview of the history of microhistory, students will read a range of recent French microhistories that use the particular in an effort to make claims about the general. The instructor’s own experience in writing and publishing *Monsters of the Gévaudan* will be used to facilitate discussion of microhistory’s strengths and weaknesses—from the point of view of authors, readers, and publishers alike. Students will also try their hand at conceiving and writing microhistory, both in group projects that will be presented in class and in individual papers. Other written work will include a journal recording the experience of group work and brief write-ups that prepare for discussions of the microhistories addressed in class. By the end of the term students will have experimented with all of the activities that make up the professional life of the historian: conceiving and defining a new project, thinking through the methodology that frames one’s research, evaluating the published work of other historians, enduring (vicariously) outsiders’ critical treatment of one’s work, engaging in purposeful historical research, and writing up one’s results in the clearest style possible. They also will have acquired a certain expertise over the burgeoning sub-field of French microhistory.

Jay M. Smith studied at Northern Illinois University and the University of Michigan. He came to Carolina straight from Ann Arbor in 1990 and has never looked back. A specialist of early-modern France (1500–1800), he likes thinking about how people accommodate change, how they make mental transitions, how they move forward while always keeping one foot in the past. “Events” and their meaning have become a recent obsession. Microhistory, for him, provides a welcome excuse to think hard about events and how they relate to, affect, and are produced by their contexts.

INFORMATION AND LIBRARY SCIENCE

INLS 89: THE REVOLUTION WILL NOT BE TWEETED? SOCIAL INFORMATICS IN POPULAR CULTURE

SS

Jeffrey Pomerantz
TuTh, 9:30–10:45am

Social Informatics is the study of the effects of information technology on groups and society. The recent revolutions in Tunisia and Egypt have been called the first “social media-enabled” revolutions, which demonstrates that social informatics can play an important role in understanding the technology-augmented reality around us. This seminar will explore the effects of different types of information technologies, for different communities, in different contexts—from mobile devices to Facebook, from business to education to social life, from the developing world to your hometown.

Jeffrey Pomerantz is an Associate Professor in the School of Information and Library Science, Director of Undergraduate Studies, and Director of the Field Experience Program for the School. His research investigates the provision and evaluation of library and information services, and teaching and learning about digital libraries and library services. He teaches primarily project-based courses, on Digital Libraries, Library Assessment and Evaluation, and Information Literacy. Additional information about Pomerantz is available at: ils.unc.edu/~jpom.



Students exploring the south fork of Big Pine Creek on a class trip for GEOL 72H.
Photo by Zoe Wolszon, class of 2014.

MARINE SCIENCES

MASC 55: CHANGE IN THE COASTAL OCEAN A Howard Hughes Medical Institute Collaborative FYS

PL

Christopher S. Martens
TuTh, 9:30–10:45am

This seminar provides students with an opportunity to explore important changes in marine and closely linked terrestrial environments caused by the interactions of fascinating oceanographic processes. Introductory presentations and discussions about topics (that the students help to choose!) will focus on the work of active marine scientists who combine

their disciplinary training with knowledge and skills borrowed from other fields. This cross-cutting scientific approach allows us to discuss research questions that could not be otherwise addressed through individual disciplines. In preparation for discussions, laboratory demonstrations and occasional visits to field sites, students will read recently published, non-technical research papers. During discussions we will examine current research investigations that demonstrate how specific biological, geological, physical, and geochemical processes interact to influence coastal, open-ocean, and tropical environments. Students will participate in “video- and photo-trips,” demonstrations using state-of-the-art instrumentation in the laboratory, and “hands on” mini-experiments designed to emphasize the importance of the question rather than the technology involved. Please note that this seminar has no prerequisites.

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 Carolina 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.

“I am not a math person (at all!) and I adored this class (MATH 58). It has been my favorite so far at UNC and I would take it again in a heartbeat. The projects were a blast and I learned some of the most interesting things and the best random facts I will ever need to know in life. TAKE THIS CLASS!! You will not regret it!”

—Brittney H., class of 2014

MATHEMATICS

MATH 54H: THE SCIENCE OF CONJECTURE: ITS MATH, PHILOSOPHY, AND HISTORY (HONORS)

QI

Jane Hawkins
TuTh, 9:30–10:45am

It is an age old problem to determine the truth about events in the absence of certainty. How was it done in ancient times, and how do we weigh evidence and make decisions today when full information is unavailable? In this seminar we study the

science and mathematics behind decision making and uncertainty. We begin with the history and philosophy behind the subject, using modern and ancient legal cases to motivate the historical study. For example, explorers of the New World had their ships insured; how were risk studies done to calculate the premiums? We consider what constituted sound evidence during the witch trials in Salem, Massachusetts and compare it with evidence used today. We then turn to the development of the fields of probability and statistics, subjects that offer a formal structure for uncertain events. We study these fields in conjunction with contemporary topics such as modern medicine, legal trials, and forensic evidence. We also consider far Eastern historical developments in medicine, law, and science in the context of formalizing uncertainty.

Jane Hawkins was born in New Haven, Connecticut and lived in the Northeast until graduate school. She earned her Ph.D. while a Marshall Scholar at the University of Warwick in England and her invited research talks have taken her to places such as Australia, South Korea, Poland, and Austria. She currently works in the area of complex dynamics, which is a field that combines classical analysis with the creation of beautiful fractal computer images to study chaotic and predictable behavior. She recently was elected the Treasurer of the American Mathematical Society, the largest professional society of mathematicians. She joined the faculty at Carolina in 1987, and her hobby since moving South has been cultivating many species of hot peppers.

MATH 58: MATH, ART, AND THE HUMAN EXPERIENCE

QI

Mark A. McCombs
TuTh, 12:30–1:45pm

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., art, music, film, literature). Equally important will be an exploration of how these “non-mathematical” fields influence mathematical thought. 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 their world. By the end of the seminar, 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 (two–three paragraphs), quizzes, and a portfolio of mathematical art (e.g., painting, origami, poetry, music). No prerequisite is required.

Mark McCombs received both his Bachelor's and Master's Degrees in Mathematics from UNC–Chapel Hill. He is entering his 22nd year as a Carolina 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 Carolina basketball.



A student created image made during the study of the symmetry of tessellations often found in the art of M. C. Escher, MATH 58.

MATH 62H: COMBINATORICS (HONORS)

A Howard Hughes Medical Institute Collaborative FYS

QI

Ivan Cherednik

TuTh, 11:00am–12:15pm

Combinatorics, the science of counting, is a branch of mathematics concerned with the study of finite and discrete objects. This seminar will introduce students to the fundamentals and history of combinatorics and sharpen their methodological skills. It will be organized around the following topics:

- Puzzles: coverings by dominos, magic and Latin squares, more
- Games: from lottery and coin tossing to rolling dice and poker
- Fibonacci numbers: rabbits, recurrences, population growth
- Arithmetic: designs, cyphers, prime numbers and finite fields
- Catalan numbers: from roulette to basics of the stock market

The seminar is a perfect background for future specialists in computer science, mathematics, physics, biology, economics, for those who are curious what cryptography is about and how

stock market works, and for everyone who likes mathematics. High school Algebra is the only prerequisite! It is a research seminar; students will be involved in individual and group research projects, written and oral presentations.

Ivan 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.

MUSIC

MUSC 57: MUSIC AND DRAMA: VERDI'S OPERAS AND ITALIAN ROMANTICISM

CI, LA, WB

John Nádas

TuTh, 11:00am–12:15pm

Why does opera continue to attract growing audiences? Because opera entertains them in a special way. Of course, there are skeptics who may sneer about fat sopranos, preening tenors, and silly plots. The truth is greater than that, however, for when the audience is receptive to its magic, opera can touch the soul as few arts can. Most important, unlike musical concerts and spoken plays, opera combines the arts in a unique way. First and foremost, language and music can work together to do what neither could do alone. No better examples of this art form can be found than the stunning operas created during the nineteenth century in Italy, especially those of Giuseppe Verdi. A distinctive Italian brand of Romanticism was formulated, which formed Verdi's artistic tastes and nourished his imagination. Schiller, Hugo, and especially Shakespeare were the touchstones of Verdi's sensibilities and encouraged his propensity for boldness and originality of operatic subjects. We will trace Verdi's artistry from early works such as *Nabucco*, *Ernani*, and *Macbeth*; through the brilliance of *Traviata*, *Rigoletto*, and *Trovatore*; and finally to one of the sublime masterpieces from the end of the century, *Otello*. The seminar will include weekly reading and listening assignments, class participation in discussions, two brief papers as follow-ups to class viewings of operas, mid-term and final exams, and a final project.

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; an M.A. from Villa Schifanoia (Florence, Italy); and a Ph.D. in musicology from New York University. He taught at the University of California at Santa Barbara before joining the faculty of Carolina. Professor Nádas served as Editor-in-Chief of the Journal of Musicology. His interests include the music of 14th and 15th century France and Italy, Monteverdi, and 19th century Italian opera.

MUSC 63: MUSIC ON STAGE AND SCREEN

CI, VP

Anne MacNeil

TuTh, 2:00–3:15pm

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

Anne MacNeil received a Bachelor of Music from Ithaca College, a Master of Arts in Music History from the Eastman School of Music, and a Doctor of Philosophy in the History and Theory of Music from the University of Chicago. Her specialties include music of the 16th and 17th centuries, Italian music and theater, opera, performance studies, and historiography. She has won impressive prizes for her academic work, and she has served in prestigious positions such as Director of the Evelyn Dunbar Early Music Festival at Northwestern University and Co-Director of the Austin/Soton Early Music Exchange in 1999. She currently edits the newsletter of the Society for Seventeenth-Century Music.

MUSC 89 SECTION 1: MAKING AND MARKETING MUSIC IN THE DIGITAL AGE

Carolina Entrepreneurial Initiative

VP

Mark Katz

TuTh, 9:30–10:45am

Taking the perspective of the modern musician, this seminar explores how digital technology shapes the creation, dissemination, and promotion of music in the early 21st century. Particular topics of study may include: the creative and legal implications of digital composition (e.g., sampling and mashups), the changing shape and role of the recording studio, the digital distribution of music, the use of social networking to promote artists, and Internet-based fundraising (e.g., crowd funding). Students will take a hands-on approach to these topics, interacting with guest musicians and music entrepreneurs to explore how to use digital technologies to make and market music themselves.

Mark Katz is an associate professor of music and communications studies whose research centers on the intersections of music, technology, and culture. He is the author of Capturing Sound: How Technology has Changed Music and Groove Music: The Art and Culture of the Hip-Hop DJ. Professor Katz is an amateur violinist and turntablist, and has a regular show on Carolina's free-form radio station, WXYC.

MUSC 89 SECTION 2: MUSIC AND CULTURE: UNDERSTANDING THE WORLD THROUGH MUSIC

NA, VP

James Moeser and Emil Kang

TuTh, 11:00am–12:15pm

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.

James Moeser is Chancellor Emeritus and Professor of Music. He served as UNC-Chapel Hill'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 Carolina'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 76: IS FREE WILL AN ILLUSION?

PH

John Roberts

MWF, 9:00–9:50am

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 Fourth 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. He loves contra dancing and traditional Cajun dancing (though he keeps these interests out of the classroom).

that a theory not only accurately predicts our observations, but also accurately describes what we cannot see. We will think about whether the Catholic Church was justified at the time in regarding Copernicanism as just one among many fairly successful techniques for predicting the night sky's appearance. We will also investigate whether Galileo could argue for his telescope's reliability and use mere "thought-experiments" to defend Copernicanism. To grapple with these issues, we will read not only some history of science (and some of what 16th and 17th century astronomers actually wrote), but also some philosophical accounts of the logic of theory testing. We will also look closely at the events surrounding the notorious trial of Galileo. Ultimately, we will gain a more nuanced conception of scientific reasoning and of how scientific revolutions occur. No prior background in philosophy or science is presupposed.

Marc Lange is Bowman and Gordon Gray Distinguished Term Professor of Philosophy. He has written books and articles on the philosophy of science and related regions of metaphysics, epistemology, and the philosophy of mathematics. For more information (and a photo that at least his immediate family likes), please see his webpage at <http://philosophy.unc.edu/people/faculty/marc-lange>.

CITY AND REGIONAL PLANNING

PLAN 52: RACE, SEX, AND PLACE IN AMERICA

SS

Mai Nguyen

TuTh, 11:00am–12:15pm

This seminar will expose students to the complex dynamics of race, ethnicity, and gender and how these have shaped the American city since 1945. It will examine both the historical record as well as contemporary works of literature and film to probe the ways race and ethnicity have contributed to the culture of urban life in the United States. It will also explore the different ways women and men perceive, understand, occupy, and use urban space and the built environment. Drawing upon the scholarship of several disciplines (urban planning, ethnic studies, sociology, and American history), the seminar will examine a broad spectrum of topics, including the social construction of race, the creation of the underclass label, residential segregation, the significance of Hurricane Katrina, sexual identity and space, and immigration. The last portion of the course will focus on planning and policy tools that have the potential to alleviate racial/ethnic and gender inequality in space.

Students may also register for this course under WMST 51.

Dr. Nguyen joined City and Regional Planning in 2006 and is a faculty member in the Housing and Community Development specialization. The overarching theme within her research agenda involves equity within the social and physical world. She combines her background in sociology and urban planning to understand how planning processes and public policies reinforce disadvantages or creates opportunities for underserved populations. Her body

“Through my First Year Seminar experience, I was given opportunities that I thought would only be available to seniors and graduate students. Working in Wilson Library with manuscripts from the 18th century south was an experience that I won't be able to find in any other class. It made my first semester transition easier and more exciting because of the aid of my professors.”

—Mary B., class of 2014

PHIL 85H: REASON, RELIGION, AND REALITY IN THE COPERNICAN REVOLUTION (HONORS)

PH

Marc Lange

Tu, 1:00–3:30pm

Although we know that Copernicus and Galileo were correct in theorizing that the Earth orbits the Sun (rather than vice versa), it is less clear that the evidence they possessed for their theory was conclusive. The ways that Copernicus and Galileo argued for their theory can reveal a great deal about how scientific theories are tested. In this seminar, we will examine their arguments in order to better understand the logic by which scientific theories are confirmed and, ultimately, justified. We will consider whether astronomy (and other sciences) can really discover

of work includes research on: contemporary immigration policy, affordable housing policy, residential preferences and segregation, growth management, urban sprawl, and the relationship between urban design and mobility. Dr. Nguyen was selected to be a Faculty Engaged Scholar and in that role she works with the Department of Community Development in Durham to help revitalize disadvantaged neighborhoods. As an engaged scholar, she is committed to connecting her students to service learning opportunities within the community and incorporating current planning dilemmas facing local communities into the classroom.

POLITICAL SCIENCE

POLI 50: MOVIES AND POLITICS

CI, SS

Pamela Conover
MW, 9:00–11:20am

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. Grades will be based on several writing projects, a group project, and a final exam.

*Pamela Conover, Burton Craige Professor of Political Science, was educated at Emory University, and received her Ph.D. at the University of Minnesota. 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*. Her current research is focused on the politics of identity and the same-sex marriage debates, and the nature of citizenship and political culture. In her spare time, she enjoys mountain biking and being walked by her two golden retrievers, Ally and Gracie.*

POLI 60: UNDERSTANDING THE ‘WAR ON TERROR’

GL, SS

Navin Bapat
TuTh, 9:30–10:45am

This seminar presents a critical analysis of the foreign policy of the United States in response to the attacks on 9/11. The seminar will begin with an analysis of the dynamics of terrorist organizations, and how the use of terrorist tactics is part of these groups’ strategic behavior. We will then discuss U.S. anti-terrorism policies prior to 9/11, and will examine U.S. behavior in Afghanistan during the Soviet occupation. After discussing the historical leadup to the attacks, we will proceed to examine the U.S. response. Specifically, we will critically assess the effectiveness of U.S. military aid to host states from which terrorist groups operate, the use of force against sponsors of terrorism, and U.S. calls for democratization of the Middle East. We will be using both historical and rationalist approaches to examine how terrorism became a central foreign policy problem facing the U.S., and what the future holds for the U.S. in dealing with transnational terrorist groups.

Navin Bapat is an Assistant Professor in International Relations. He received a B.A. in Political Science from the University of Michigan and pursued graduate studies at Rice University, where he received an M.A. and Ph.D. in political science. Professor Bapat’s research interests include examining conflicts involving violent non-state actors, such as insurgencies and terrorist campaigns, using formal and empirical methods. Professor Bapat also is involved in an ongoing project examining the use and the effectiveness of economic sanctions.

“My First Year Seminar provided a supportive community of friends in my first semester of college. Not only did I make what I’m sure will be enduring friendships with my peers, but I also forged a relationship with a brilliant professor whose work interests me and on whom I feel I can rely to ask for help...”

—Kathleen B., class of 2014

POLI 62: POWER POLITICS

CI, SS

Terry Sullivan
TuTh, 3:30–4:45pm

The use of political leadership stands at the center of an organized society; yet we know little of how leaders exercise their influence with other decision makers. In this seminar, 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, the tradecraft of politicians, bargaining and persuasion, 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 prepared to assume the presidency, and the outgoing president. Professor Sullivan serves on the National Commission on Reform of the Federal Appointments Process and served on President Bush's Presidential Transition Coordinating Council where he helped coordinate the Bush to Obama transition.

POLI 72: ENTREPRENEURSHIP IN COMMUNITY DEVELOPMENT AND ECONOMIC DEVELOPMENT Carolina Entrepreneurial Initiative

NA, SS

Michele Hoyman
TuTh, 11:00am–12:15pm

When you think of what it means to be an entrepreneur, you might envision people (and companies) like Steve Jobs (founder of Apple) or Larry Page (founder of Google). However, what it means to be an entrepreneur has expanded greatly over the past few decades. Today, being entrepreneurial is a quality sought by employers in every sector, including government and non-profit agencies. While business entrepreneurs use innovative strategies to solve problems for companies and make profits, social entrepreneurs use their innovation to promote social change. Sometimes, these types of entrepreneurship converge—creating private industries with a core social mission like TOMS Shoes and Ben and Jerry's Ice-cream. This seminar will cover entrepreneurship from all these angles, exploring how businesses, non-profits, and governments have adopted fundamentally entrepreneurial strategies to address the problems they face. In addition, the class will cover multiple strategies used by public sector agencies to foster both private sector and social entrepreneurship. Students will incorporate this knowledge into a paper that will ask them to apply the strategies they will learn to an organization of their choosing in order to solve some private sector or social problem. The format is highly interactive with an emphasis on class participation and developing study skills to help you succeed in your Carolina career.

Michele M. Hoyman teaches in the Political Science Department and in the Master of Public Administration program. She received her Ph.D. in Political Science from the University of Michigan. Professor Hoyman's interests are in economic development, industrial labor relations, and public sector personnel. Outside of the University, she is a professional labor arbitrator. On a personal level, she is an avid Carolina

basketball fan and spends her spare time being walked in the park by Tilly her dog. She is afflicted with an unrelenting sense of humor.

POLI 89: UTOPIAS AND DYSTOPIAS

NA, LA

Jeff Spinner-Halev
TuTh, 2:00–3:15pm

Political theory is usually taught through non-fictional texts, but this seminar will focus on the political imagination of a variety of thinkers. Utopia and dystopia have old roots but are as contemporary as *Gattaca*, *The Matrix*, and *WALL-E*. This seminar will focus on the political ideas and ideals in utopias and dystopias, starting with Thomas More's *Utopia* (who coined the term). We will read novels, prose descriptions of utopias, and watch one or two films. We will investigate what utopias and dystopias tell us about our own society and how and why the genre changed over time.

Jeff Spinner-Halev is the Kenan Eminent Professor of Political Ethics. He received his B.A. from the University of Michigan, worked for a small public interest group in Washington, D.C., and then returned to Ann Arbor for his graduate work. In 2005, he became Carolina's Kenan Eminent Professor of Political Ethics. He teaches courses on the history of political thought, justice, and the politics and theory of identity. His current research focuses on historical injustice.

PUBLIC POLICY

PLCY 89: INNOVATIVE PLACES: RTP AND BEYOND Carolina Entrepreneurial Initiative

SS

Maryann Feldman
TuTh, 2:00–3:15pm

Innovation is known to cluster in certain places at certain times, providing great opportunity. This seminar provides an introduction to the concepts of innovation and entrepreneurship and considers their relationship to economic growth, especially as manifested in geographic places. The course will focus on understanding the entrepreneurial process of innovating and creating value, emphasizing the context that set the stage for the innovation, the strategies employed by entrepreneurs, and how entrepreneurs contribute to building place-based institutions and sustainable economic growth. The seminar emphasizes entrepreneurs as part of a larger societal system that both determine what is possible but that also changes in response to entrepreneurial actions. Students will research the role of entrepreneurs and industries in the development of the economy of places. The seminar will invite entrepreneurs to discuss their endeavors. Students will tour the Research Triangle Park and visit local companies.

Maryann Feldman is Carolina's S.K. Heninger Distinguished Professor. She has also taught at Johns Hopkins University and the University of Toronto. She attained her Ph.D. in Economics at Carnegie-Mellon University and is author of more than 70 academic articles, two books, and seven edited volumes. Her work focuses on the spatial distribution of economic activity and understanding the factors that contribute to making certain places economically vibrant and creative. Her most recent work explores place-based economic processes that contribute to emerging industries, entrepreneurship and regional transformation. She is currently researching the industrial genesis of the Research Triangle Region.

“My First Year Seminar taught me a new way of thinking that applies in and out of the classroom. I now view problems as opportunities, strive to challenge the status quo, and embrace innovation in my studies, extracurricular activities, and everyday life.”

—Anna S., class of 2014

PSYCHOLOGY

PSYC 58: THE PSYCHOLOGY OF MENTAL STATES AND LANGUAGE USE

SS

Jennifer Arnold
TuTh, 9:30–10:45am

Adults constantly make judgments about other people's beliefs, desires, goals, knowledge, and intentions from evidence like eye gaze and inferences from their words and actions. These judgments together can be called mentalizing, mind-reading, or theory of mind (where “theory” refers to the theory an individual might hold about another's mental state, not a scientific theory). This information is known to guide some aspects of language use—for example, you wouldn't ask someone to hand you “that book” if they don't know it exists. But some of the finer processes of language comprehension or production may proceed independently of these judgments, especially if they are too complex to happen quickly. This seminar examines these mentalizing phenomena, and how mentalizing affects the development of language, adult language use, and the language of autistic individuals, who are known to have difficulty reasoning about others' minds. This seminar will use a discussion format in which students will read papers, participate in experiment demonstrations, and design a small-scale original research study with their classmates.

Jennifer Arnold, Ph.D., Stanford University, is an assistant professor in the Cognitive Program of the Psychology Department. She conducts research on the psychology of language, with a focus on the online processes of language

comprehension and production, with both adults and children. Much of her research monitors participants' eye movements as they follow instructions, which provides information about how they integrate linguistic and nonlinguistic information on a moment-by-moment basis. She teaches classes in cognitive psychology and the psychology of language, and advises graduate and undergraduate students who do original research in her laboratory.

RELIGIOUS STUDIES

RELI 63: THE ARCHAEOLOGY OF QUMRAN AND THE DEAD SEA SCROLLS

HS, WB

Jodi Magness
MW, 5:00–6:15pm

The Dead Sea Scrolls have been described as the most important archaeological discovery of the 20th century. The first scrolls were discovered in 1947, in a cave near the site of Qumran by the Dead Sea. Eventually the remains of over 900 scrolls were found in 11 caves around Qumran. The scrolls date to the time of Jesus and include the earliest preserved copies of the Hebrew Bible (Old Testament). They were deposited in the caves by members of a Jewish sect called the Essenes who lived at Qumran. In this seminar we discuss the archaeology of the site of Qumran and the contents of the Dead Sea Scrolls, which have been the subject of much controversy and speculation.

Jodi Magness is the Kenan Distinguished Professor for Teaching Excellence in Early Judaism. Before coming to UNC-Chapel Hill in 2002, she taught at Tufts University for 10 years. Professor Magness received her B.A. in Archaeology from the Hebrew University of Jerusalem and her Ph.D. in Classical Archaeology from the University of Pennsylvania. She has participated on numerous excavations in Israel and Greece, and currently co-directs excavations at Huqoq in Israel. Professor Magness' publications include a book entitled *The Archaeology of Qumran and the Dead Sea Scrolls* (2002).

RELI 72: APOCALYPSE NOW? MESSIANIC MOVEMENTS IN AMERICA

HS, NA

Yaakov Ariel
TuTh, 11:00am–12:15pm

The arrival of the year 2000 made many people aware of the prevalence of messianic ideas and their influence on the American mind. Messianic hopes have been present in America since Colonial times, and new messianic groups have come about periodically. This seminar will explore messianic movements in American history and their influence on the nation. It will consider such questions as America as a messianic concept, and why America had been susceptible to messianic movements. The messianic groups we will examine will include the Puritans in 17th century New England, the Millerites and the Mormons in the 19th

century, and premillennialist evangelicals in the 19th and 20th centuries. We will also look at the messianic components of the late 20th century groups such as the Nation of Islam, Hasidic Judaism, UFO groups, and the Children of God. We will also pay attention to secular versions of the messianic faith. Special attention will be given to groups that have caused national crises in the 1990s, such as the Branch Davidians and the bombers of the Oklahoma City Federal building. In addition to reading book chapters and articles, we will also read an apocalyptic novel, watch movies on apocalyptic themes, and search the Internet for messianic group sites.

Yaakov Ariel is a graduate of the University of Chicago. He spent many years in Jerusalem where he became acquainted with numerous groups and individuals who were waiting for the arrival of the Messiah. While Ariel did not become convinced that the Messiah was to arrive soon, he has considered messianic ideas to be an important part of contemporary culture and a fascinating topic of study.

ROMANCE LANGUAGES

ROML 57 NATURE IN LATIN AMERICAN LITERATURE: ECOLOGY, GENDER, RACE, AND OTHER ISSUES

LA

Alicia Rivero

TuTh, 11:00am–12:15pm

Concerns about nature that appear in Latin American literature are usually overlooked, yet they are an important window to understanding the peoples, cultures, history, politics, societies, and development in the region. Through lectures, participatory and fun activities (such as debates, discussions, skits, group and pair work, etc.), and audiovisuals, we will explore the following themes: (1) the ecology, colonization, resistance, and survival of Native Americans; (2) economic development and the destruction of the environment; (3) environmental racism and justice; (4) nature viewed as woman and as Other; woman seen as nature and as Other. We will probe what “Otherness” means when applied to women, minorities, and nature; all of them are interrelated in patriarchal culture, which perceives them negatively. This culture, inherited by Latin America from its European conquerors, was perpetuated during the colonial period and persists in varying degrees until modern times, for example, in such traditional male and female gender roles as machismo and marianismo, respectively. We will plumb how our authors criticize such stereotypical views and racial prejudice, while they celebrate difference and nature as a protagonist in their selected short stories, poetry, a testimonial autobiography, and a novel. The 20th century Latin American works we will examine in English were written by renowned authors of different races and genders who come from several Spanish-speaking countries and Brazil, as well as

by a Latina—a Chicana (Mexican-American)—writing in the U.S.: Menchú, Quiroga, Fuentes, Bombal, Castillo, Lispector, Burgos, and Arreola (some readings may change, depending on availability.)

Alicia Rivero, Associate Professor of Spanish and Adjunct in Comparative Literature, graduated from Rutgers and Brown and has taught at Carolina since 1983. Her areas of research include Late 19th–21st Century Spanish–American Literature, Comparative Literature, Literary Theory, History of Ideas, Gender Issues, Interrelations of Literature and Science, and Cultural Studies. She has published books and articles on these topics.



Yoga in Modern America, AMST 59.

Photo by Dan Sears, UNC–Chapel Hill.

ROML 60: SPANISH AND ENTREPRENEURSHIP: LANGUAGE, CULTURES, AND NORTH CAROLINA COMMUNITIES

Carolina Entrepreneurial Initiative

CI, EE

Darcy Lear

TuTh, 2:00–3:15pm

How can we apply entrepreneurial principles to support the missions of organizations in N.C.? 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. Students study the basic concepts of entrepreneurship (mission, opportunity-orientation, resource-gathering, accountability, risk management, innovation), and apply that theory in the local community, and analyze the importance of language and cultures to both the theory and practice of entrepreneurship. We study specific cases of social entrepreneurs designing innovations that change social dynamics. 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 N.C. 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 two–three 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 this seminar have gone on to win prestigious campus awards: two are winners of Entrepreneurial Public Service Fellowships, two have received Summer Undergraduate Research Fellowships, two finalists in the Carolina Challenge Business Plan competition, and one received a Burch Fellowship.

Darcy Lear is the coordinator of the Spanish for the Professions minor as well as the Spanish track in the minor in Entrepreneurship. She is 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.

“ (ROML 60) was a great way for me to expand my knowledge in relation to entrepreneurship and non–profit organizations, while giving me the opportunity to participate in service learning at the same time. I was able to apply what I had learned in class to my volunteer experience and then compare my work with my close–knit class of 16 through class discussions!! I loved it! ”

– Eliza S., class of 2014

SLAVIC LANGUAGES AND LITERATURES

SLAV 86: LITERATURE AND MADNESS

LA

Radislav Lapushin
TuTh, 11:00am–12:15pm

This seminar considers the relationship between literature and madness through the works of major Russian writers (Pushkin, Gogol, Dostoevsky, Chekhov). We will examine how these artistic texts differently construct representations of madness. Students’ reading, writing, class discussions, and presentations will be directed by a series of topics, such as the origin of madness, awareness or unawareness of madness, the theme of the mad artist, and madness as a literary device.

Radislav Lapushin, Assistant Professor of Russian Literature, received his Ph.D. from the University of Chicago. His primary research interests are Chekhov; interrelationship between prose and poetry; and Russian literature on stage and screen. His recent book—“Dew on the Grass”: The Poetics of Inbetweenness in Chekhov—focuses on the poetic dimensions of Anton Chekhov’s prose and drama. He is the author of several volumes of poetry.

“ This class did a tremendous job in facilitating the transition into college classes, as my comfort in the class increased each and every day. I am looking to pursue a career in finance, so dipping my brain into some of the basics of the Stock market couldn’t have been any more beneficial. Taking STOR 64 was well worth the effort that I put into it... ”

– Jacob C., class of 2014

SLAV 88H: GENDER AND FICTION IN CENTRAL AND EASTERN EUROPE (HONORS)

BN, LA

Ewa Wampuszyc
TuTh, 9:30–10:45 am

This seminar explores gender in fiction, film, and essays by and about women from such countries as Croatia, the Czech Republic, Hungary, Poland, and Romania. Our discussions will examine how ideas of what is “masculine” and “feminine” shed light on such topics as identity, nationalism, private property, political dissent, and consumerism. Students will learn how gender shapes many aspects of everyday life; about the history and geography of Central and Eastern Europe; about life under communism; and about the relationship between gender and social change. Take this seminar and learn more about the “Other” Europe! Assignments include response paragraphs and a paper. All materials are in English.

Ewa Wampuszyc is happy to be starting her second year at UNC–Chapel Hill as Assistant Professor of Polish Language and Literature. She received her Ph.D. in 2004 from the University of Michigan. Before coming to

Carolina, she taught courses in literature, language, and European studies at the University of Florida. Her enthusiasm for teaching was awarded at both UM and UF. Dr. W.'s research interests include: the relationship between money and culture, post-communist transformation, 19th and 20th century Polish literature and culture, and foreign language teaching. While she has many outside interests, she enjoys her work so much that she also considers it a hobby.

SOCIOLOGY

SOCI 64: EQUALITY OF EDUCATIONAL OPPORTUNITY THEN AND NOW

SS

Karolyn Tyson
TuTh, 9:30–10:45am

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 near the 60th anniversary of this historic Supreme Court decision, this seminar will use a sociological lens to examine in depth the social conditions that precipitated the case, other relevant court decisions, the changing definitions of race, and the educational landscape over the past 57 years. Topics include *de jure* and *de facto* segregation, busing, between-school segregation, tracking and ability grouping, the black-white achievement gap, and residential segregation. Students will read historical and contemporary accounts and research reports on the move and progress toward equality of education opportunity, view films related to the topic, conduct original research exploring the schooling experiences of contemporary American youth, and prepare an oral presentation and research paper.

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.

STATISTICS AND OPERATIONS RESEARCH

STOR 64: A RANDOM WALK DOWN WALL STREET

QI

Chuanshu Ji
TuTh, 2:00–3:15pm

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 homework, 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.



Students from AMST 51, *Navigating America*, on a class research trip in the North Carolina mountains.

STOR 72: UNLOCKING THE GENETIC CODE

QI

J. Scott Provan
MWF, 11:00–11:50am

On June 26, 2000, scientists announced the complete mapping of the human genome. While this is an achievement of enormous historical importance, there are still daunting technical, biological, and ethical questions and problems still to be addressed in understanding and using this information. This seminar is intended to be an introduction to the world of DNA—its structure, function, and importance. The students

will discuss and try to understand the immensity and complexity of organizing knowledge of DNA and protein structure, and the resulting sizes of the genomic databases. This will be accompanied by a look at some of the questions that might be asked in connection with obtaining full knowledge of the human genome, and some of the problems that arise when trying to answer some of these questions. No previous computer skills or knowledge of mathematics beyond basic algebra are required.

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

WOMEN'S STUDIES

WMST 51: RACE, SEX, AND PLACE IN AMERICA

SS

Mai Nguyen

TuTh, 11:00am–12:15pm

This seminar will expose students to the complex dynamics of race, ethnicity, and gender and how these have shaped the American city since 1945. It will examine both the historical record as well as contemporary works of literature and film to probe the ways race and ethnicity have contributed to the culture of urban life in the United States. It will also explore the different ways women and men perceive, understand, occupy, and use urban space and the built environment. Drawing upon the scholarship of several disciplines (urban planning, ethnic studies, sociology, and American history), the seminar will examine a broad spectrum of topics, including the social construction of race, the creation of the underclass label, residential segregation, the significance of Hurricane Katrina, sexual identity and space, and immigration. The last portion of the course will focus on planning and policy tools that have the potential to alleviate racial/ethnic and gender inequality in space.

Students may also register for this course under PLAN 52.

Dr. Nguyen's biography is available under PLAN 52.

WMST 64: PLANTATION LULLABIES: LITERATURE BY AND ABOUT AFRICAN-AMERICAN WOMEN

LA, NA

Tanya Shields

TuTh, 12:30–1:45pm

Have you ever had historical *déjà vu*? Were you ever struck by historical images in contemporary places? If not, you might be surprised to know how much of the past is hidden in plain sight. This class offers analytical strategies for understanding different ways that plantation culture was represented metaphorically in the 19th and 20th centuries with a view to understanding how it continues to manifest itself today with a particular emphasis on women's experiences. We will explore the idea of the plantation as a physical place, an often-nostalgic idea, and a lasting economic system. We will journey through poetry, film, literature, and some music to see how these echoes appear in various women's texts from the U.S. and the Caribbean. We will consider how our own identities inform our reactions to these texts and our broader environment. The final project for the course asks students to create their own plantation narratives—an engaging assignment that brings together history, storytelling, and analytic ability.

Tanya Shields is an Assistant Professor in the Department of Women's Studies. Dr. Shields believes that teaching should engage students' everyday lives by helping them make connections between the past and the present. Her research area is the Caribbean, specifically literature and its role in Caribbean belonging.



First Year Seminars

Course Checklist

FALL 2011

It's a tough choice, so here's a checklist to get organized. Select your favorite seminars and add them to your Registration Shopping Cart in ConnectCarolina.

- AFAM 50: DEFINING BLACKNESS (McMillan)
- AFRI 50: KINGS, PRESIDENTS, AND GENERALS (Selassie)
- AMST 55H: BIRTH AND DEATH IN THE US (Marr)
- AMST 89: A SEMESTER AT WALDEN (Cantwell)
- ANTH 89: PUBLIC ARCHAEOLOGY (Agbe-Davies)
- ART 51: ASSUMED IDENTITIES (Page)
- ART 79: MEANING AND THE VISUAL ARTS (Pardo)
- ART 89: CELTS: DRUID CULTURE (Verkerk)
- CHEM 70: ROCKET SCIENTIST (Forbes)
- CLAS 61: WRITING THE PAST (Baragwanath)
- CLAS 89: THE ANCIENT ANIMAL (Boyle)
- COMM 82: GLOBALIZING ORGANIZATIONS (Dempsey)
- COMM 89: GLOBAL FEMINISMS (Silva)
- COMP 60: ROBOTICS WITH LEGO® (Lastra)
- DRAM 81: THE AMERICAN DRAMA (Kable)
- DRAM 87H: STYLE: A MODE OF EXPRESSION (Coble)
- ECON 56: ENTREPRENEURSHIP: ASIA AND THE WEST (Rosefelde)
- ENGL 68: RADICAL AMERICAN WRITERS (Reinert)
- ENGL 69: ENTREPRENEURIAL WRITING ON THE WEB (Anderson)
- ENGL 84H: INTO THE WEST (Davenport)
- ENGL 85H: ECONOMIC SAINTS AND VILLAINS (Kendall)
- ENGL 86: CITIES OF MODERNISM (Fisher)
- ENGL 89: LITERATURE OF 9/11 (Ahuja)
- ENGL 89H: READING AND WRITING WOMEN'S LIVES (Danielewicz)
- EXSS 50: DISCRIMINATION AND SPORT (Osborne)
- GEOG 56: LOCAL PLACES IN A GLOBALIZING WORLD (Cravey)
- GEOG 63: NATURE AND ITS PRESERVATION (Birdsall)
- GEOL 72H: FIELD GEOLOGY OF E. CALIFORNIA (Glazner)
- GERM 59: MOSCOW 1937 (Pike)
- HIST 83: AFRICAN HISTORY THROUGH POPULAR MUSIC (Lindsay)
- HIST 84: MONSTERS, MURDER, AND MAYHEM (Smith)
- INLS 89: SOCIAL INFORMATICS IN POPULAR CULTURE (Pomerantz)
- MASC 55: CHANGE IN THE COASTAL OCEAN (Martens)
- MATH 54H: THE SCIENCE OF CONJECTURE (Hawkins)
- MATH 58: MATH, ART, AND THE HUMAN EXPERIENCE (McCombs)
- MATH 62H: COMBINATORICS (Cherednik)
- MUSC 57: MUSIC AND DRAMA: VERDI'S OPERAS (Nadas)
- MUSC 63: MUSIC ON STAGE AND SCREEN (Macneil)
- MUSC 89.001: MAKING AND MARKETING MUSIC (Katz)
- MUSC 89.002: MUSIC AND CULTURE (Moesser and Kang)
- PHIL 76: IS FREE WILL AN ILLUSION? (Roberts)
- PHIL 85H: REASON, RELIGION, AND REALITY (Lange)
- PLAN 52: RACE, SEX AND PLACE IN AMERICA (Nguyen)
- POLI 50: MOVIES AND POLITICS (Conover)
- POLI 60: UNDERSTANDING THE 'WAR ON TERROR' (Bapat)
- POLI 62: POWER POLITICS (Sullivan)
- POLI 72: ENTREPRENEURSHIP IN COMMUNITY DEVELOPMENT (Hoyman)
- POLI 89: UTOPIAS AND DYSTOPIAS (Spinner-Halev)
- PLCY 89: INNOVATIVE PLACES (Feldman)
- PSYC 58: PSYCHOLOGY OF MENTAL STATES (Arnold)
- RELI 63: THE ARCHAEOLOGY OF THE QUMRAN (Magness)
- RELI 72: APOCALYPSE NOW? (Ariel)
- ROML 57: NATURE IN LATIN AMERICAN LITERATURE (Rivero)
- ROML 60: SPANISH AND ENTREPRENEURSHIP (Lear)
- SLAV 86: LITERATURE AND MADNESS (Lapushin)
- SLAV 88H: GENDER AND FICTION IN CENTRAL AND EASTERN EUROPE (Wampuszyc)
- SOCI 64: EQUALITY OF EDUCATIONAL OPPORTUNITY (Tyson)
- STOR 64: A RANDOM WALK DOWN WALL STREET (Ji)
- STOR 72: UNLOCKING THE GENETIC CODE (Provan)
- WMST 51: RACE, SEX AND PLACE IN AMERICA (Nguyen)
- WMST 64: PLANTATION LULLABIES (Shields)
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Please consult ConnectCarolina for the most up-to-date information about FYS offerings and availability.