

10th
Anniversary
**FIRST YEAR
SEMINARS**

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

fall 2009



analyze

communicate

create

discover

discuss

engage

explore

interact

learn

perform

publish

research

synthesize

write



UNC
COLLEGE OF
ARTS & SCIENCES

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First Year Seminars

For Your Success!

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

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



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

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

Interact with Faculty and Friends

Instructors are extremely enthusiastic about teaching a FYS because it provides an opportunity to focus on the cutting edge material that is directly tied to their research, scholarship, or creative interests. Also, FYS have fewer students than other undergraduate courses, which allows faculty to use interactive, creative, in-class activities and to go outside the classroom on field trips and class projects. Finally, FYS instructors enjoy the freshness and naïveté that often characterizes our first-year students.

Students enjoy participating in a FYS for many reasons. After years of more or less basic secondary education, the opportunity to participate in an intellectual, scientific, or creative experience can be an invigorating breath of fresh air. The small class size and the creative in-class and out-of-class activities provide ample time to become acquainted with the instructor. Indeed, for many students, their FYS instructor becomes the Carolina faculty member who they know the best, with a personal or professional relationship that lasts long beyond the semester. Finally, the group activities and shared experiences in a FYS establish relationships with peers, often leading to long-lasting camaraderie and friendships.



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

Plan Ahead

FYS offer an exciting opportunity for high quality learning and active participation in intellectual life at Carolina. Many students will scan this brochure to find a FYS or two that seems most directly relevant to their interests. This strategy is tempting, but from some perspectives, it is a bit misguided. Most students will major in the topic that they are most interested in and thus, their path through their major will eventually include many advanced courses on that particular topic. From this perspective, a FYS in the student's major is a snack drawn from the meal to come. An alternative strategy is to select a FYS that explores a topic of potential interest that is new, unfamiliar, and unlikely to be on the plate in subsequent semesters. From this perspective, a FYS provides an opportunity for variety: for example, for a humanist to explore science, a historian to visit the world of mathematics or statistics, or a physicist to read and write some poetry. Not only does this experience expand the mind (and possibly, the career path), but also each FYS meets General Education requirements, thus providing students with an opportunity to meet some of their more challenging curricular requirements in a pleasant way.

FYS registration is tricky because with only a few dozen seats per class, the seminars fill up very quickly during registration. A student who attempts to

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

— Fletcher G.

register in a single target FYS has a high probability of coming up empty. Successful registration is more likely for students who identify a dozen FYS that would be of interest and then, during registration for fall or spring, go through their list of potential choices in search of an open seat. End-of-semester course evaluations indicate extremely positive student feedback for all of our FYS. From that perspective, enrolling in even a remotely interesting FYS is a better alternative than participating in none!

In mid August, when registration is available on Student Central, a considerable amount of seat swapping takes place. Students can attempt to find seats in their list of potential choices again, and, as an alternative strategy, Student Central has a screen that allows students to view all FYS that still have open seats. Finally, seat swapping continues during the first week of classes. Please note that 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. First-year students who do not take a FYS during the fall semester are invited to participate in a special FYS priority registration that gives them first choice on the FYS offered in the spring semester.

Please don't miss this opportunity to take advantage of such a valuable learning experience!

For more information

Talk with your advisor at CTOPS this summer.

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

Explore the First Year Seminars Program web site: www.unc.edu/fys

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

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

fall 2009

FIRST YEAR SEMINARS

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

AFRICAN AMERICAN STUDIES

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

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

Timothy McMillan

TR, 9:30AM-10:45AM, Enrollment 24

America is an increasingly multi-cultural and diverse nation. And yet, the central concepts of race and diversity are often poorly defined. Racial categories have been used in the 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 popular culture and race in the U.S. and internationally. How do blackness and whiteness play out in music, film, literature, and theater? Position papers responding to films, readings, and blogs; class discussion; and a final project exploring race and society will be used to evaluate students' understanding of the meaning of blackness in the U.S. and the larger global community.

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

AFRICAN STUDIES

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

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

Bereket H. Selassie

TR, 11:00AM-12:15PM, Enrollment 24

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?

Professor Selassie is the William E. Leuchtenburg Professor of African Studies, and Professor of Law at UNC, Chapel Hill. After over 20 years of engagement in government, law and diplomacy, Professor Selassie chose university teaching as a career. He has always enjoyed teaching, even when in government, and he has been engaged in full-time teaching for 29 years. Professor Selassie's roles

in government service have included serving as Attorney General and Associate Supreme Court Justice of Ethiopia, among other positions. More recently, he served as the Chairman of the Constitutional Commission of Eritrea (1994-1997), and he has been a senior consultant on the drafting of constitutions in Nigeria, Iraq, and other countries.

AMERICAN STUDIES

AMST 051: Navigating America

Communication Intensive (CI); Experiential Education (EE); Social & Behavioral Sciences (SS); North Atlantic World (NA)

Rachel Willis

MW, 3:30PM–4:50PM, Enrollment 18

This seminar is designed to teach students how to navigate new intellectual terrains and process unfamiliar information from a variety of disciplinary perspectives. The seminar emphasizes discussion and field study. We will plan, implement, and document a common journey during the first half of the semester and then each student will execute their own individual journey during the second half of the term. This voyage of discovery on the campus or in the surrounding community can be either physical or intellectual, but must be chronicled with a documentary journal and presented to the class in a multi-media format that conveys the individual's perspective, journey, and discoveries. These assignments will enable students to appreciate the views of others as well as integrate learning inside and outside the classroom. The first 2 weeks of the seminar will be used to develop our focus through introductory overviews and a number of class exercises designed to promote intellectual community and student participation. The next 12 weeks will be spent reading, viewing, and discussing the accounts of journeys in America and executing our common journey. The remaining class meetings will be devoted to the student presentations of their own journeys.

Rachel Willis is the Bowman and Gordon Gray Associate Professor of American Studies and an Adjunct Professor of Economics. In 2009 she is a GSK Faculty Fellow on Transportation Policy at the Institute for Emerging Issues at NCSU. She earned her Ph.D. at Northwestern University with a thesis on academic labor markets. Her

research and public service focus on access to work and include transportation, childcare, and education policies. Winner of dozens of teaching awards, Willis is known for her field teaching in sock factories, on trains, in the mountains, and on the beach. Her goal is to teach her students to navigate the future by engaging them in discovering the importance of access to the benefits of community.

The FYS program is fantastic! While most of my freshmen classes were broad introductory courses, my FYS allowed me to jump in feet first to a topic that I had never studied before: the American Western and its implications for our American Identity (ENGL 184: Into the West). We had riveting discussions, group work, and even filmed, edited, and produced our own Western film at the end of the semester. It took interactive learning to a whole new level, and I loved the entire experience!

–Colleen V.

AMST 058: Cultures of Dissent: The American Indian Experience

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

Tol Foster

TR, 12:30PM–1:45PM, Enrollment 24

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

Through weekly case studies, drawing heavily from legal documents, histories, documentaries, and critical scholarship – including guest speakers from

NC tribes and from the UNC academic community – this course will focus on three major areas that dramatize the distinct status of American Indians in the U.S.: the land, tribal sovereignty, and American Indian personhood. We will consider how it is that Indians came to “lose” the land. Utilizing NC tribes, among others, we will trace how tribes are, and are not, like other governments, such that some can build casinos but none can build nuclear weapons, for example. We will also consider the gradual emancipation of American Indian individuals from their status as enemies, wards of the state and objects of scientific study, de-tribalized and racially quantified citizens, and finally as dual citizens of the U.S. In a number of assignments, both individual and group, students will create wikis on the internet that share their understanding of these issues with the larger world. No prior knowledge about American Indians is expected, but upon completion, students will gain a powerful new understanding of the country we all share.

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

ANTHROPOLOGY

ANTH 060H: Crisis and Resilience: Past and Future of Human Societies

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

Patricia McAnany

TR, 12:30PM-1:45PM, Enrollment 24

The goal of this seminar is to encourage students to take a long view of human society and to examine responses to crises engendered by both political and environmental forces. Cases to be discussed in the seminar reach back to Mesopotamia

(3rd millennium B.C.), Classic Maya and U.S. Pueblo dwellers of the first millennium A.D. but also include contemporary situations such as the Rwandan genocide, nations such as Haiti that are alleged to be “failed” states, and the global crisis of environmental sustainability. Students will gain familiarity with evaluating primary sources in archaeology, history, and environmental studies. The ultimate aim of the seminar is to foster critical analytic skills that aid in evaluating narratives (in both scholarly and popular media) about societal crises and human resilience.

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

ART

ART 054: Art, War and Revolution

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

Daniel Sherman

TR, 5:00PM-6:15PM, Enrollment 21

Focusing on one or at most two works of art per week, this seminar will explore the complex relationship between war and conflict. At the heart of the course lie the tensions between glorifying war and violence and memorializing their victims, between official justification and moral outrage, between political programs (many of the works represent a particular view of war) and the malleability of meaning. The focus on single works in a variety of media – painting, sculpture, architecture, photography, graphic arts, and film

– will offer the students the opportunity to study them in depth while also gaining exposure to a range of interpretive methods and the richness of the historical context. Although we will begin with a work from classical antiquity, the Arch of Titus in Rome, and consider an influential series of prints from 17th-century Europe, Jacques Callot's *Disasters of War*, the seminar will focus on the nineteenth and twentieth centuries, examining works related to the French Revolution, the U.S. and Spanish Civil Wars, the Russian Revolution, and the two World Wars.

Daniel Sherman joined the UNC faculty in 2008, having taught previously at the University of Wisconsin-Milwaukee, where he was also director of the Center for 21st Century Studies, and at Rice University. He received his B.A. from Harvard and his Ph.D. from Yale. A specialist in modern art and French cultural history, he has written and edited several books on art museums, the commemoration of World War I in France, and culture and politics after 9/11. As a historian who has taught French studies, art history, and general humanities courses, he is committed to discussion and debate across traditional disciplinary boundaries. He enjoys travel, especially to France, baking, and hanging out with his two cats.

ART 059: Time, A Doorway to Visual Expression

James Hirschfield

MW, 11:00AM-1:50PM, Enrollment 21

Visual artists, not unlike writers, communicate through complex structures of elements and principles (e.g., form, space, line texture, color, light, rhythm, balance, and proportion.) Analyzing any one of these components will help illustrate the nuances of visual language. This seminar will explore one of the lesser considered, but most intriguing, visual components: the element of time. From subtle illusionary movement to clearly defined sequences of change, artists often manipulate this element to strengthen their work. We will examine this enigmatic element of time through readings, films, lectures, videos and class discussion. However, this is an art class, so in addition to examining time through more traditional seminar methods, we will also spend much of our time expressing our ideas through the art-making process. At the same time,



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

this seminar presumes no previous art experience, and students will be able to carry out their projects through a variety of mediums.

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

ART 079: Meaning and the Visual Arts

Mary Pardo

TR, 12:30PM-1:45PM, Enrollment 24 (section 1)

TR, 3:30PM-4:45PM, Enrollment 24 (section 2)

Can works of art from different times and places speak to us directly? What does it mean to take a work of art out of its original context and warehouse it in a museum? Is the art museum a mausoleum, or is it an enchanted castle in which other cultures come to life? Is the work of art's value something assigned to it by art "experts" and financiers? Or is it something that arises from our personal pleasure in beautiful things; or from our personal effort to find meaning in human creativity? How can our knowledge of history improve our understanding of art? This seminar will address these questions, and most especially the role that each of us can play as an informed art-viewer. In the course of the semester, students will learn to become art

historians. We will undertake a series of viewing, and research and writing exercises, which will culminate in the production of an exhibition catalogue on world art, titled “In the Eye of the Beholder.” Each student will sign personal contributions to the catalogue, and identify her or his intervention in the introductory essay.

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

ASIAN STUDIES

ASIA 060: Israeli Culture and Society: Collective Memories and Fragmented Identities

Beyond the North Atlantic (BN)

Yaron Shemer

TR, 11:00AM-12:15PM, Enrollment 24

This seminar is oriented toward students who are interested in learning about the culture and society of modern Israel. Specifically, we will examine the transformative power of the early Zionist discourse in the formation of the new State of Israel and the challenges to this discourse in years that followed. Consequently, the emphasis in this class will be on the cultural and social manifestation of the tensions between the creeds of “one nation” and “the melting pot” on the one hand, and the reiteration of ethnic, gender, and religious identities on the other. The first five sessions will provide contextual and background accounts for later discussions. Then, until the middle of the semester, the seminar will focus on various arenas of Israeli culture, past and present. The second part of the semester will be devoted to selected themes and case studies pertinent to culture and society in modern Israel.

Yaron Shemer was born in Jerusalem, Israel. He is an assistant professor of Israeli Culture and Modern Hebrew in the Department of Asian Studies, which he joined last fall. He earned his degree of Bachelor of Fine Arts in Film

& Television from Tel Aviv University in 1983 and then worked as an assistant director at the Israeli Educational Television in Tel Aviv. He earned his M.A. and Ph.D. in Film Studies from the University of Texas at Austin. From 1991 to 2008 he taught at the Department of Middle Eastern Studies at the University of Texas at Austin. Dr. Shemer’s recent publications include several articles on contemporary Mizrahi cinema, and he has directed films in Israel, Poland, and the United States, including Dancing Braille (1983), Pilgrimage of Remembrance: The Jews of Poland (1991), The Road to Peace: Israelis and Palestinians (1995), and Agua for Life (2008). Dr. Shemer’s current research interests include Jewish and Islamic terrorism in Middle Eastern and North African cinema, and the Jew in Arab cinema.

CHEMISTRY

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

Physical & Life Sciences (PL)

Tomas Baer

TR, 9:30AM-10:45AM, Enrollment 21

The underlying theme of this seminar is the development of the basic tools for critical thinking about science issues. Because global warming and energy problems are flooding the news media, we will concentrate on these topics. Working in groups, students will examine the global energy problem, including its impact on the economy and relationship to the environment. We will evaluate the potential for alternative energy sources, such as solar, nuclear, and biomass to meet future needs, and deliberate on the roles scientists, government, and private industry play in reaching a solution to this complicated but critical problem. We will read two books, A Short History of Nearly Everything by Bill Bryson and Fueling our Future by Robert L. Evans. Students will present frequent oral reports and hand in written assignments in order to develop clear thinking and good writing skills.

Tomas Baer received his PhD at Cornell University in 1969, and joined the UNC faculty in 1970. Before deciding on a science career, he toyed with becoming an anthropologist, a musician, a philosopher, and a doctor. His research at UNC on the interaction of light with molecules has permitted him to spend over 3 years in France on

various sabbatical visits. He believes that science and art are closely related and require similar creative efforts. His hobbies are multi-day hiking treks, running, and music (singing and French Horn playing). Baer's idea of the perfect week would be a long hike in the French Alps talking science with a congenial colleague, and ending each day with a good meal and a bottle of wine.

CLASSICS

CLAS 055: Three Greek and Roman Epics

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

James O'Hara

MWF, 1:00PM-1:50PM, Enrollment: 24

This seminar will involve a close reading of Homer's Iliad and Odyssey and Vergil's Aeneid, and as a transition from Homer to Vergil, we will also read the tragedies of Sophocles from fifth-century Athens. It was epic and tragedy that established the bases of Greco-Roman civilization and provided the models of heroism and human values for the Western Tradition—along with raising fundamental questions about the individual's relationship to society. We will analyze, discuss, and write about these works both as individual pieces of literature in a historical context, and in terms of how they position themselves in the poetic tradition. After exploring the value-systems of the Iliad and Odyssey, we'll see how heroic myth gets reworked in the new genre of tragedy that flourished in democratic Athens, and then how Vergil combines Homer, tragedy and other traditions to make a new poem for his time, in which Rome was switching from a government ruled by the "Senate and People" to the rule of one man, Augustus. We will look closely at each work's depiction of heroes and heroism, and also at aspects of structure and technique, questions of overall interpretation and values, and the interplay of genre and historical setting.

Professor James O'Hara grew up near Boston, and received his A.B. in Classics from Holy Cross in 1981, and his Ph.D. in Classical Studies from the University of Michigan in 1986. He taught at Wesleyan University

in Connecticut from 1986 until he arrived in Chapel Hill in 2001, and he was Chair of the Classics Department from 2003 to 2007. His research and teaching focuses on Greek and Latin poetry, with special interests in poetry written just before and during the reign of the emperor Augustus, and in epic poetry. His latest book is Inconsistency in Roman Epic: Studies in Catullus, Lucretius, Vergil, Ovid and Lucan, published by Cambridge University Press in 2007.

CLAS 073: Ancient Pompeii

Historical Analysis (HS); World before 1750 (WB); Beyond the North Atlantic World (BN)

Monika Truemper

TR 9:30AM-10:45AM, Enrollment 24

A concentrated study of this well-preserved ancient site provides an understanding of life in an Italian town during the early Roman Empire. We will study town planning, architecture, the arts, social organization, politics, entertainment, artisanry, commerce, and family life. The goal of this seminar is to present as complete a picture of Roman civilization in Pompeii as the remains allow. Students will assume the identity of a person who lived there (e.g., a trader, slave, gladiator, doctor, or artisan) and enrich their persona throughout the semester by means of guided research.

Monika Truemper joined the Department of Classics in 2005 after teaching at the Universities of Heidelberg and Johns Hopkins and receiving her doctorate in Classical Archaeology from the University of Munich in 1995. Her special areas are Hellenistic and Roman art and architecture with a special focus on a socio-cultural investigation of different building types such as private houses, clubhouses, baths, toilets, and synagogues. While her first book was dedicated to Hellenistic domestic architecture, her last two books discussed the first (known) lavish leisure park-building of the Greco-Roman world and ancient slave markets. Apart from being a busy mother of two small children, Monika loves playing chamber music (violin/viola), reading, exercising (esp. on her elliptical cross-trainer), and traveling.

COMMUNICATION STUDIES

COMM 060: Organizing and Communicating for Social Entrepreneurs

This seminar was developed with funds from the Carolina Entrepreneurial Initiative (CEI)

Steven May

TR, 11:00AM-12:15PM, Enrollment 24

This seminar examines the historical and current development of social entrepreneurship as a field of study and practice, with particular attention to successful organizational communication strategies designed to solve community problems. During the seminar, students will learn the basic characteristics and strategies of successful social entrepreneurs. They will also explore many of the innovative organizations created by social entrepreneurs around the world to eradicate poverty, provide college access to students, care for AIDS patients, create assisted living for the disabled, and provide electricity to rural communities, among others. Students will interview and profile a prominent social entrepreneur and will also develop their own plan for an organization to address a community problem that interests them.

Steve May is Associate Professor of Communication Studies and is an Ethics Fellow with the Parr Center for Ethics. He received his BA and MA from Purdue University and his PhD from the University of Utah. His research focuses on communication, ethics, and corporate social responsibility. He has taught courses in Organizational Communication, Teamwork, and Organizational Ethics. He has also taught several

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

–Laurie McNeil, Physics

APPLES service learning courses in which students provided consulting services to non-profit agencies. He is currently serving as a consultant for the Kenan Institute for Ethic's new initiative, Ethics at Work. He also provides facilitation and community problem-solving expertise to the Dispute Settlement Center. Originally from

Indiana, Steve enjoys basketball, hiking, and international travel. He and his wife spent 6 months working and traveling in New Zealand. During that time, they rafted caves, hiked the Milford Track, scuba dived, and went jet boating.

COMM 085: Think, Speak, Argue

A Joseph P. McGuire First Year Seminar. Supported by the Jeff and Jennifer Allred Initiative for Critical Thinking and Communication Studies

Communication Intensive (CI)

Chris Lundberg

TR, 11:00AM-12:15PM, Enrollment 16

(Section 001)

TR, 2:00PM-3:15PM, Enrollment 16

(Section 002)

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

Christian Lundberg is an Assistant Professor in Communication Studies, where he conducts research on the public sphere, rhetoric, and contemporary American religious discourse. He received his PhD. from Northwestern University's program in Rhetoric and Public Culture, and currently teaches a class in Globalization and Communication. One of his passions is teaching people how to debate. He coached teams at three universities to national championships in intercollegiate

Ted Gellar-Goad, a doctoral student in Classics, has research interests in ancient humor, in Graeco-Roman dramaturgy, in poetic meter, and in the intersection of women, status, and power in ancient society.

COMM 089, SECTIONS 001 and 002, are taught by interdisciplinary teams of University Fellows. Both teams work with Julia Wood, Professor of Communication Studies and the Associate Director for the Institute for the Arts and Humanities. Dr. Wood grew up in North Carolina and earned her B.A. and M.A. degrees from UNC. After completing her Ph.D. at the Pennsylvania State University when she was 24, she joined Carolina's faculty. She's never wanted to leave this university. Wood teaches and conducts research on gender and communication, interpersonal relationships, and power relations in Western culture. When not teaching or writing, Wood enjoys conversations on most any topic, playing ball with her puppy, and traveling, particularly to places most tourists do not visit. Dr. Wood is the Lineberger Distinguished Professor of Humanities.

COMPUTER SCIENCE

COMP 060: Robotics with LEGO

Quantitative Intensive (QI)

Henry Fuchs

TR, 11:00AM-12:15PM, Enrollment 24

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

I learned a lot from my FYS, but what really amazed me was how close the twenty of us became by the end of the course. That was the only class where some of us were tearing up on exam day when we were getting ready to leave, and hugging each other because we had found friends who were interested in many of the same things that we ourselves were. Something about the experiences we had in that class brought us all together, and I think that is one class that I will not easily forget.

—Amanda J.

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. Towards the end of the semester, we will hold a competition to evaluate our robots. Previous programming experience is not required.

Henry Fuchs is Federico Gil professor in the Department of Computer Science and adjunct professor in Biomedical Engineering at UNC-Chapel Hill. He received his Ph.D. in 1975 from the University of Utah and joined the computer science faculty at UNC-Chapel Hill in 1978. Dr. Fuchs is primarily involved in the field of virtual reality in medicine through his work in three-dimensional biomedical imaging and his research in head-mounted displays. He is one of the inventors of the Pixel-Planes family of high-performance graphics engines. He has over 150 publications resulting from his research in computer graphics. Dr. Fuchs has held numerous positions in prestigious professional organizations and editorial appointments in major journals in his field. He has also served on many industrial advisory boards, and he has received several prestigious awards, and in 1997 he was inducted into the National Academy of Engineering and the American Academy of Arts and Sciences.

DRAMATIC ARTS

DRAM 085: Documentary Theatre

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

Ashley Lucas

TR, 11:00AM-12:15PM, Enrollment 24

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

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

DRAM 089: Style: A Mode of Expression

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

McKay Coble

TR, 11:00AM-12:15PM, Enrollment 24

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

Art and design have always shown the inner life of humankind throughout history 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.

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. Ms. Coble received both her Bachelor of Arts and Master of Fine Arts from UNC, Chapel Hill. She is an avid gardener with special affection for indigenous NC plants.

ECONOMICS

ECON 051: Economic Issues of North Carolina

Social & Behavioral Sciences (SS)

Patrick Conway

TR, 11:00AM-12:15PM, Enrollment 24

Daily life in NC depends upon economic decisions taken by its citizens. In this seminar we will examine critical issues for North Carolinians from an economic perspective. The students will learn to apply economic tools by examining questions they've heard discussed over the kitchen table while growing up. The course will be organized around case studies derived from the current economic dilemmas observed in two NC counties. These case studies are chosen to provide a variety of applications of economic concepts as well as to explore issues of practical importance to North Carolinians. The students will be encouraged to design, formulate, implement, and present their own analyses both in the classroom and in task-force reports; they will improve their communication skills through in-class debates, oral and written presentations, Internet-based discussion, and group assignments. The class activities will include collaboration with residents and policy-makers at the county and state government level.

Patrick Conway received his Ph.D. and M.P.A. from Princeton and is a specialist in the fields of international economics and economic development. He has been at UNC-CH since 1983. Before that he served in the Peace Corps in Cote d'Ivoire and in the U.S. Department of State.

ENGLISH

ENGL 057: Future Perfect

Literary Arts (LA)

Tyler Curtain

TR, 2:00-3:15, Enrollment 24

Will humans go extinct? If so, how? What are the ethical questions involved in human disappearance? How do humans themselves contribute to the possibilities, and what can be done to postpone the inevitable? This seminar will tackle some sobering (and, quite frankly, exciting and interesting) questions by reading cultural and scientific works that address human disappearance. We will read both science and fiction to think about the core concerns of the class. Our texts will include works ranging from *Alien* to the classic 1950s tale *A Canticle for Leibowitz*, from Danny Boyle's *28 Days Later* to Cormac McCarthy's *The Road*. We will ask some fundamental questions about what it means to be human, how we imagine our societies and cultures to work (and not work), and what these texts and questions might tell us about how we are to live now. Students will read novels and short stories, watch movies and TV shows, and read scientific and philosophical papers that deal with human extinction. Students will also be required to write a

paper and complete an original research project at the end of term that they will share with the rest of the class.

Tyler Curtain is Director of Undergraduate Studies and Associate Professor of English and Comparative Literature at UNC, and Adjunct Associate Professor of Women's Studies at Duke University. He holds a Ph.D. from the Johns Hopkins University and a B.Sc. in Computer Science from the University of Colorado at Boulder. Professor Curtain is the 2009 Recipient of the J. Carlyle Sitterson Freshman Teaching Award for recognition of excellence in freshman teaching by a tenured or tenure-track faculty member in the College of Arts and Sciences.

ENGL 063 Banned Books

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

Laura Halperin

TR, 2:00PM-3:15PM, Enrollment 24

This seminar will focus on issues of intellectual freedom and censorship, with specific attention to the ways in which these issues are racialized. In this course, students will read books that have been banned in the United States and will examine the rhetoric surrounding such censorship. Students will critically analyze the rationale used to justify book banning in the name of protecting this country's youth and preserving this nation's morals and norms. Students will pay close attention to the themes and language in the banned books, and they will also look to the socio-cultural, geographical, and historical contexts behind the censorship of these texts. For instance, students will investigate the relationship between the places where these books have been banned and the communities who reside in these locations to try to understand why these books have been censored there. In particular, students will explore connections between restrictions on free speech, racism, xenophobia, spiritual intolerance, and (hetero)sexism.

This seminar will be organized as a discussion course in which active class participation will be key. The class will have large group and small group discussions and workshops, in-class freewriting assignments, group presentations, debates, formal essays, and a research paper.



Living with Our Oceans and Atmosphere, MASC 052

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

ENGL 075: Interpreting the South from Manuscripts

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

Connie Eble & Laura Brown

TR, 11:00AM-12:15PM, Enrollment 24

The Southern Historical Collection of UNC Libraries contains the raw materials of people's lives—their letters, diaries, business records, scrapbooks, photographs, and other primary sources that allow people of the present to interpret the past. Students in this seminar learn about and work directly with manuscripts and other primary resources under the guidance of two faculty members, one who makes use of manuscripts in research and one a professional librarian whose expertise is in documentary resources. Our goal is to give first year students the requisite research and communication skills to allow them to appreciate and to contribute to an understanding of the past by directly experiencing, interpreting, writing, and speaking about records from the past. The seminar is built around 6–8 lab exercises in which students analyze, discuss, and write about a range of primary resources (e.g., plantation journals, Civil War letters, diaries, and depression era photographs.)

During some class meetings, students learn about various aspects of manuscript collections from guest lecturers such as conservators, archivists, curators, and historians. Each lab exercise requires 3–5 hours in the search room. Much attention is given to the fine points of excellent writing, such as correct

grammar and usage, and appropriate sentence structure and word choice.

Connie Eble, Professor of English, has been a faculty member at the University for 37 years. She is a linguist by training, and her teaching and research focus on the structure and history of the English language. She is currently working on a project on bilingualism in antebellum Louisiana using the Prudhomme Family Papers in the Southern Historical Collection. Dr. Eble is a long-time teacher of expository writing and served for 10 years as Editor of the journal American Speech.

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

ENGL 089: Asian American Women's Writing

John L. Townsend III FYS in English

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

Jennifer Ho

MWF, 11:00AM-11:50AM, Enrollment 24

This seminar examines Asian American women's writing by focusing on multiple genres, including narratives, drama, poetry, and film. Asian American women have been award-winning journalists, best-selling authors, Pulitzer Prize winning writers, and, most important, everyday women who have written for their eyes only. Asian American women's writing has focused on subjects such as war, the inequity of discrimination, American history, the strength of men, and the political importance of feminist activism. We will read a variety of women's writings and will examine themes of gender, race, and sexuality, among others.

Jennifer Ho, a transplanted Californian by way of New England, is an Assistant Professor in the Department of

English and Comparative Literature, where she teaches classes in contemporary American and Asian American literature. Her current research project, “What ARE You?”: Racial Ambiguity in Contemporary Asian American Culture, looks at the theme of racial ambiguity in film, literature, popular culture and new media (blogs) as it pertains to mixed-race Asian American subjects in the post-civil rights era.

EXERCISE AND SPORT SCIENCE

EXSS 050: Discrimination and Sport

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

Barbara Osborne

TR, 11:00AM-12:15PM, Enrollment 24

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 course will examine the American ethos by looking at those who have been discriminated against in sport because of race, gender, sexual orientation, or disability.

Barbara Osborne, J.D., is an associate professor with 11 years of teaching experience at UNC. She teaches sports

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

—Werner Riess, Classics

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

GEOGRAPHY

GEOG 062: The Culture of Technology

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

Scott Kirsch

MW, 2:00PM-3:15PM, Enrollment 24

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

Scott Kirsch is Associate Professor of Geography and Undergraduate Director for the University Program in Cultural Studies. His research has explored the uses of nature as an “experimental space”; histories of science,

mapping, and state formation; and more broadly, the cultural meanings of science and technology, and he likes to bring these subjects into play in his courses on political geography, environmental politics, and science and technology studies. He recently published *Proving Grounds: Project Plowshare and the Unrealized Dream of Nuclear Earthmoving* (Rutgers University Press), which tells the story of an American research program that sought to turn nuclear explosives into a tool for civil engineering during the 1950s and 1960s. Kirsch has been at Carolina since 2000.

GEOLOGY

GEOL 072H: Field Geology of Eastern California

Allen Glazner

TR, 2:00PM-3:15PM, Enrollment 18

This seminar will be designed around a one-week field trip to eastern California, where students will study geologic features including active volcanoes, earthquake-producing faults, evidence for recent glaciation and extreme climate change, and how locals deal with living on active geologic features. Before the field trip (which will take place the week of Fall Break and be based at White Mountain Research Station in Bishop, California), the class will meet twice a week to go over basic geologic principles and to work on specific field topics for which student groups will be responsible. During the field trip students will work on specific projects (e.g., making a geologic map of a small area; mapping, measuring, and describing an active fault; observing and recording glacial features on a hike). After the field trip, students will write a research paper on a topic of their choice. Grading will be based on the research paper, group work presented on the trip, and on a variety of small projects during the trip (notebook descriptions, mapping projects, etc.). Students will be required to pay some of the costs of the trip (estimated at about \$700) and to miss 3 days of classes.

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 UNC students in the mountains and deserts of California. He was schooled at Pomona College and UCLA, began his

teaching career at UNC in 1981, and won a Tanner Award for Excellence in Undergraduate Teaching in 1999. He is currently Chair of Geological Sciences. Geologic field trips have taken him to Argentina, Greece, Mexico, Alaska, Chile, British Columbia, Scotland, France, and Hawaii in recent years. He is married, with two children in college. He likes running, cycling, and jazz.

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

—Annika H.

GERMANIC LANGUAGES

GERM 051: Stalin and Hitler: Historical Issues in Cultural and Other Perspectives

Historical Analysis (HS); Global Issues (GL)

David Pike

TR, 2:00PM-3:15PM, Enrollment 24

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

David Pike received his Ph.D. from Stanford University in 1978 in German Studies with a minor in Russian

and has taught at UNC 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.

GERM 060: Avant-Garde Cinema: History, Themes, Textures

Visual and Performing Arts (VP)

Richard Langston

TR, 2:00PM-3:15PM, R, 6:30PM-8:30PM

Enrollment 24

The cinema we frequently encounter in theaters and on television is full of stories comprised of discernible beginnings, middles, and (happy) endings. However, conventional narratives are but one approach to making films. For almost a century, filmmakers have employed the medium of film to explore and broaden the limits of aural and visual perception, to invent new aesthetic forms in motion, to express emotions and desires, and to intervene critically in cultural politics. Students enrolled in this seminar will uncover the history, techniques, and meanings of non-narrative cinema from the twentieth century. Often called “avant-garde,” “underground,” or “experimental,” the films we will discuss are international in scope and represent major chapters in the history of this “minor cinema.” Seminar participants will develop a critical vocabulary for making sense of these works and will articulate their own analyses in writing and their own video essays.

Richard Langston received his bachelor's degree in German at the University of Vermont in 1993 and continued his studies at Washington University in Saint Louis, where he finished his master's degree in 1995 and Ph.D. in 2002. The foci of his graduate studies included twentieth-century German literature, European intellectual history, literary theory and cultural studies. Dr. Langston joined the faculty at UNC in the fall of 2002, and in the spring of 2008, he was promoted to the rank of associate professor.

GERM 089: German Heroes?

Literary Arts (LA); World before 1750 (WB)

Ruth von Bernuth

TR, 3:30PM-4:45PM, Enrollment 24

Is it a hero who kills another knight to take his suit of armor? Or would it be counted as heroic if one steals all of a blind beggar's money? How about making a deal with the devil? German literature is full of such ambivalent heroes. This course seeks to explore literary heroes in European literature of the Middle Ages to the Enlightenment. We will discuss concepts of heroism and how those ideas have changed over time. In the course of the semester, we will read a sample of translated texts such as the famous Faust book of 1587 and the Yiddish *Bovo-bukh*. Over the semester, in addition to class discussion of materials, students will develop their own research topic and write two papers.

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

HISTORY

HIST 062: Nations, Borders and Identity

John L. Townsend III FYS in History

Historical Analysis (HS); Beyond the North Atlantic (BN)

Sarah Shields

TR, 11:00AM-12:15PM, Enrollment 20

This seminar will explore the ways people have identified themselves in relation to specific places, nation-states, and foreign “others.” It will first introduce students to the ideas of nationalism that emerged in Europe during the nineteenth century, and then consider the struggles of groups during the past century to define themselves collectively. The specific groups we discuss will reflect student interest and contemporary events, but examples include the Kurdish nationalists, Islamist political parties, the Eritrean independence movement, and the Basque separatists. Students will learn how

historians do research by conducting research themselves, and discover in the process why we find it so thrilling. The final project will be creating electronic teaching materials about one struggle for use in social studies classes.

Sarah Shields is fascinated by the way people define themselves. She is now studying how residents of the Middle East understood their “national” identities during the 1920s and 1930s. In addition to this first year seminar, she teaches a broad survey of Islamic civilization, as well as topical courses on Middle East Women, the Arab-Israeli conflict, and the modern Middle East. Last summer she took 10 UNC students to Turkey to study the meaning of “Turkishness.” She has lived and studied in Turkey, Syria, Israel and Morocco.

HIST 064: Gorbachev: The Collapse of the Soviet Empire and the Rise of the New Russia

John L. Townsend III FYS in History

Historical Analysis (HS); Beyond the North Atlantic (BN)

Donald Raleigh

TR, 2:00PM-3:15PM, Enrollment 24

In 1987 Time Magazine named Gorbachev “Person of the Year.” In 1990 he won the Nobel Peace Prize for his role in ending the Cold War. How and why did a peasant lad from southern Russia come to rule the world’s largest country and empire? Why did his revolution of perestroika, glasnost, and democratization, meant to revitalize the Communist system, result in the collapse of the Soviet empire and its breakup into fifteen successor states? This seminar will examine the extraordinary individual associated with these developments, and the astonishing transformations that took place while he was in power between 1985 and 1991. It will explore post-Soviet Russia’s efforts at negotiating a new set of relations with the rest of the world and how post-Cold-War-Russia continues to shape our own destiny. Finally, the seminar will consider how the Soviet experience both constrains and enables efforts to establish a democratic political system and a market economy in a world burdened with the threat of terrorism.

Professor Raleigh received his Ph.D. in 1978 from Indiana University-Bloomington, and has taught modern Russian and Soviet history at the University of Hawaii and, since 1988, at UNC. The first American to receive an honorary degree from a Russian university following the collapse of communism, he has visited Russia/Soviet Union thirty-six times since 1971. His current book project is entitled Growing Up Russian During the Cold War: Portrait of a Generation.

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

–Coty L.

HIST 067: Life Histories from 20th Century South Africa

Historical Analysis (HS); Beyond the North Atlantic (BN)

Christopher Lee

TR, 12:30PM-1:45PM, Enrollment 21

This seminar introduces students to the history of twentieth-century South Africa from the perspective of individual life histories. South Africa went through a number of changes during this period, from industrialization and modernization to the rise and fall of apartheid. How did individual South Africans experience these changes? How have they expressed these experiences in their own words? To answer these questions, students will read memoirs by figures such as Nelson Mandela, as well as writings by lesser-known South Africans. The seminar concludes with an exploration of the role of personal testimony and history in the construction of post-apartheid South African society, specifically through the Truth and Reconciliation Commission.

Christopher Lee’s teaching and research interests concern the socio-cultural, political, and intellectual histories of

sub-Saharan Africa, particularly southern Africa. He is primarily interested in the question of what it means to be “modern”: for nation-states, for social groups, and for individual people. Before coming to UNC, he held postdoctoral teaching appointments at Stanford, Harvard, and Dalhousie University in Nova Scotia, Canada.

My FYS opened my mind to the true meaning of learning: Not just memorizing facts for a grade, but true intellectual growth. And, it helped me pick my major! I loved my FYS and would encourage all incoming students to enroll in one.

–Jennifer P.

HIST 076: Understanding 1492

Historical Analysis (HS); World before 1750 (WB)

Kathryn Burns

TR, 2:00PM–3:15PM, Enrollment 15

This seminar addresses one of the most challenging topics in American and Latin American history: how to understand what is often called simply “the conquest,” *la conquista*. For nineteenth-century historians writing in English and Spanish, it was a relatively clear-cut matter of epic battles and *conquistadores*. Spaniards won in a walkover; the “bronze race” suffered tragic defeat. Today, the conquest (or encounter, or invasion) no longer looks this way to historians. New sources, methods, and approaches have taken the field. Yet as our perspectives shift, our histories of *la conquista* still elicit strong feelings. Why? What’s at stake in the narration of this charged history? Whose versions of events tend to dominate? In this seminar, we will pay close attention to the sources for understanding the past, and to ways of narrating it. Students will explore the Wilson Library’s remarkable Flatow Collection of sixteenth- and seventeenth-century chronicles, and handle documents from the Manuscript Division’s holdings from colonial Popayán. Students will be expected to write frequent responses to our sources, participate in class discussions, and craft a final essay on a topic of particular interest.

Kathryn Burns first became interested in the colonial Andes while on a junior semester of study abroad. She has been returning to Peru ever since, especially to Lima and Cuzco. Her most recent book is about writing technologies and power in colonial Peru. She has been teaching Latin American history for over fifteen years, first at the University of Florida in Gainesville, and since 2000 in UNC’s History Department.

HIST 089: Women’s Voices: European History in Female Memory

Social Sciences (SS); Historical Analysis (HS)

Karen Hagemann

MW 5:00PM–6:15PM, Enrollment 21

The seminar examines nineteenth and twentieth century European history through the lenses of women’s autobiographical writings. It explores women’s voices from different generational, social and national backgrounds and asks what formed their memories. We will read autobiographical texts by eight women from Austria, Britain, France and Germany who tried to make a difference in society, politics or culture. Overarching themes of our exploration of the experiences and memories of these women will include their upbringing in the family, their education and workforce experiences, their struggles for equal economic, social and political rights, their experiences of the two World Wars, and the Holocaust. By the close reading and intensive discussion of these eight autobiographical accounts and related background readings, the seminar offers a unique perspective on Modern European history and introduces student to historical research. The major questions of the course are “What we can learn from the experiences and the memories of these female voices?” and “How can we present them to a broader audience?” The planned result is a small exhibition of posters in which each student presents one women.

Karen Hagemann completed her PhD at the University of Hamburg in 1989. She taught German and European history and women’s and gender history (18th to 20th centuries) in Berlin, Toronto, Trier and Cardiff, before she came to UNC in 2005. Her research includes studies in the fields of social and labor history, family history and

the history of everyday lives, as well as the history of the women's movement. More recently, she has worked on the history of military, war, the nation and gender and on a comparative history of European welfare and education systems. She loves to explore the past experiences and memories of women and men and therefore greatly enjoys reading autobiographies.

MARINE SCIENCES

MASC 052: Living with Our Oceans and Atmosphere

Physical & Life Science (PL)

John Bane

TR, 2:00PM-3:15PM, Enrollment 22

This seminar will introduce students to the nature of the Earth's oceans and atmosphere, with emphasis on developing an understanding of the processes that lead to our weather patterns and global climate. Modern theories of changing weather, severe weather events, oceanic hazards, interactions between the oceans and the atmosphere, and oceanic and atmospheric changes that are linked to increasing human activity will be studied. Examples of presently active research being conducted at UNC and other institutions will be used to highlight how the above topics are investigated scientifically. Readings will be taken from: introductory meteorology and oceanography textbooks; modern articles in periodicals such as *Scientific American*, *Nature*, *American Scientist*, and *Weatherwise*; numerous websites, including those within the UNC Department of Marine Sciences; and video presentations. Classroom presentations in seminar format and group participation discussions and debates will be utilized. There may be a short field trip or two. Visits to active research laboratories involved in marine and atmospheric projects will be made as possible. Grading will be based principally on homework assignments plus two exams.

Born in his mother's home town of Kalamazoo, Michigan, John Bane lived in several locations throughout the U.S. and abroad with his military family (his father was an Air Force pilot). He returned to earn his B.S. in Physics and Mathematics at Western Michigan University before going on to Florida State University for a Ph.D. in Physical

*Oceanography. Following a year at LSU where he studied coastal processes in the Gulf of Mexico, John joined the faculty at UNC. He has just completed his twenty-fifth year at UNC, and in June 2000 completed a five-year term as chair of the Dept. of Marine Sciences. He teaches and does research in the areas of ocean circulation and ocean-atmosphere interactions, and he presently has projects in both the Atlantic and Pacific Oceans. John has been an associate editor with the *Journal of Physical Oceanography* since 1992. John's main activity outside of work is flying, and he is a 3000-hour commercial pilot who flies his own twin-engine aircraft. John enjoys travel, meteorology, and spending as much time as possible with his three children (all now out of college) and two granddaughters.*

MASC 055: Change in the Undersea World

Physical and Life Science (PL)

Christopher S. Martens

TR, 9:30AM-10:45AM, Enrollment 24

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

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

MATHEMATICS

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

Quantitative Intensive (QI)

Laura Miller

MWF, 12:00PM-12:50PM, Enrollment 24

Whether it is a jellyfish rhythmically propelling in the deep ocean, the hovering of a hummingbird, or an eagle gliding through the skies in search of its prey, the one thing in common is the beauty and intricacy of how animals navigate through their physical environments. Part of this seminar will address the science of motion of living organisms in fluids such as air and water, using simple physical explanations supported with the relevant mathematical descriptions. We will also consider how plants ‘stay in place’ in storms and hurricanes by investigating the mechanical features that allow them to withstand large aerodynamic and hydrodynamic forces. Experimental demonstrations will be employed to illustrate the concepts encountered in class, as well as to provide an insight into the art of fluid flow visualization. We will use UNC’s new Interdisciplinary fluids lab to conduct these simple experiments.

Laura Miller, Assistant Professor of Mathematics, received her Ph.D. at New York University in 2004, and was a Postdoctoral Fellow, University of Utah, 2004-2006. Her research interests include understanding the aerodynamics of tiny insect flight, the fluid dynamics in the vertebrate embryonic heart, and how trees withstand hurricane force winds and avalanches. She teaches classes that integrate mathematics, mechanical engineering, and biology. Outside of academics, she enjoys photography, oil painting, and working with her horse.

MATH 056H: Information and Coding

Quantitative Intensive (QI)

Karl Petersen

TR, 9:30AM-10:45AM, Enrollment 24

It is common to say that we are now living in the information age. What are the ways in which information is stored, transmitted, presented, and protected? What is information anyway? Topics for this seminar will be drawn from cryptography (secret writing throughout history, including Thomas Jefferson’s cipher machine, the German Enigma machine, and security and privacy on the internet); image compression and processing (compact disks, MP3 and JPEG, transforms, error correction, noise removal); symbolic dynamics (encoding of symbol streams, like the genetic code, and associated dynamical systems and formal languages); and visualization (how can different kinds of information be vividly and usefully presented, combined, and compared?) These topics are mathematically accessible to anyone with a high school background and offer many possibilities for experimentation and theoretical exploration. Students will undertake individual or group projects using existing software for encoding and decoding messages, enhancing and compressing images, transforming and filtering signals, measuring properties of information sources, and so on. They will report on their work in writing and orally to the seminar. Discussions will be based on readings from a course pack as well as Simon Singh’s *The Code Book* (Doubleday, 1999), with investigations in probability, number theory, combinatorics, and information theory to provide theoretical foundations .

Karl Petersen was born in Tallinn, Estonia, and grew up in East Orange, N.J. His degrees are from Princeton and Yale, and he has held visiting positions in Austria, Chile, France, and India. He is a Professor and currently Director of Undergraduate Studies in the Department of Mathematics. Petersen’s research area is ergodic theory, a fairly new branch of mathematics that applies probability and analysis to study the long-term average behavior of complicated systems, with applications ranging from celestial dynamics through interactions of biological populations to the efficient transmission and recording of information. Favorite activities include tennis and hiking.

MATH 058: Math, Art and the Human Experience: We All do Math

Quantitative Intensive (QI)

Mark A. McCombs

TR, 2:00PM-3:15PM, Enrollment 24

This course 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, in turn, influence mathematical thought. In each case, course activities and assignments have been designed to illuminate the fact that even the most complex mathematical concepts grow out of real people’s attempts to understand better their world. By the end of the course, students should be able to

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

Course assignments and activities will include weekly readings and short homework writing assignments (2–3 paragraphs), one longer paper (8–10 pages), and a portfolio of mathematical art (e.g., painting, origami, poetry, music).

Mark McCombs received both his Bachelor’s (1982) and Master’s (1988) Degrees in Mathematics from UNC-Chapel Hill. He is entering his 20th year as a UNC faculty member and is a recent recipient of both a Tanner Award for Excellence in Undergraduate Teaching and a Students’ Undergraduate Teaching Award. He has also



Robotics with LEGO, COMP 060

served as the mathematics department’s Director of Teacher Training, as well as an academic adviser in the College of Arts and Sciences. He authored the textbook (and companion website) used in Math 110 (college algebra) and supervises TAs who teach pre-calculus and calculus courses. He is especially committed to helping students discover more confidence in their own mathematical abilities. He enjoys writing, photography, film making and UNC basketball.

MATH 062H: Combinatorics

Quantitative Intensive (QI)

Ivan Cherednik

TR, 11:00AM-12:15PM, Enrollment 24

Combinatorics 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. The seminar will be organized around the following topics:

- 1) Puzzles: covering by dominos, magic squares, 36 officers
- 2) Combinations: from coin tossing to lotto, dice and poker
- 3) Fibonacci numbers: rabbits, recurrences, population growth

- 4) Arithmetic: designs, cyphers, prime numbers, finite fields
- 5) Catalan numbers: from playing roulette to stock market

Students will be involved in individual research projects, group projects, and written and oral presentations. The seminar provides an excellent background for students who are interested in mathematics, physics, computer science, biology, economics, statistical physics, cryptography, or the stock market, but no prerequisite is assumed beyond high school algebra.

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

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

—María DeGuzmán, English,

MUSIC

MUSC 057:Verdi's Operas

Literary Arts (LA); The World Before 1750 (WB); Communication Intensive (CI)

John L. Nádas

TR 2:00PM-3:15PM, Enrollment 24

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 L. Nádas (Gerhard L. Weinberg Distinguished Professor in the College of Arts and Sciences) was born in Caracas, Venezuela. He received a B.F.A. in music from Tulane University in 1968; an M.A. from Villa Schifanoia (Florence, Italy) in 1975; and a Ph.D. in musicology from New York University in 1985. He taught at the University of California at Santa Barbara in 1982-83 before joining the faculty of the University of North Carolina at Chapel Hill. Professor Nádas until last year had been 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 059: Twentieth-Century Music and Visual Art

Historical Analysis (HS); Communication Intensive (CI)

Brigid Cohen

MWF, 2:00PM-2:50PM, Enrollment 15

During the late 19th and 20th centuries, modernist projects in the arts were characterized by an eagerness to imagine the world *otherwise*. Dissatisfied with existing cultural, political, and economic circumstances—industrialization, war, class divides, and the commodification of culture, to name a few—modern artists and thinkers sought new possibilities of human understanding and creation. Art, it was believed, might herald better ways of living. This hope brought unprecedented disciplinary boundary-crossings in the arts. Accordingly, this seminar explores cross-media collaborations and “translations” between music and the visual arts that expressed an urgent desire to discover new forms of human communication, experience, and living. Composers, artists, and communities studied will include Richard Wagner, Claude Debussy, Edouard Manet, the Ballets Russes, Gustav Klimt, Arnold Schoenberg, Wassily Kandinsky, Erik Satie, Pablo Picasso, Paul Klee, the Bauhaus, Dada, John Cage, Jackson Pollock, Robert Rauschenberg, Morton Feldman, Romare Bearden, Charlie Parker, and Yoko Ono. Class projects will involve collaboration with the Ackland Museum of Art. This seminar will require weekly reading and listening assignments and two five-page papers.

Brigid Cohen joined the Music Department at UNC in 2008, after having taught at Wesleyan University and earned her Ph.D at Harvard University in 2007. Her teaching focuses on twentieth-century concert hall musics, jazz, and other musical avant-gardes as they responded to the urgent political situations of recent history, including world war, human rights struggles, rapid technological development, and the mass movement of peoples. Her research turns on issues of migration and diaspora and explores intersections between music, the visual arts, and

literature. She is especially eager to help students make the transition to college life and to help them to take advantage of the rich cultural opportunities on campus.

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

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

James Moeser and Emil Kang

TR 11:00AM-12:15PM, Enrollment 24

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 the performing artists themselves, including opportunities to meet these artists, students explore questions such as: How does music reflect culture? What makes a great work of musical art? What is the relationship between composition and performance? What are the obligations of the performer to the composer? What goes into the preparation of a performance? What is the impact of the audience on the performer? How much improvisation takes place in a live performance? What makes a particular performance outstanding, or by contrast, unsuccessful?

Students will be provided tickets and expected to attend a minimum of ten performances from the Carolina Performing Arts and Music from the Hill Series. Among the major performances offered are:

- **YAS**, Iran’s most popular hip-hop artist, the first rapper granted permission by the Iranian government to release his music to the general public. Today, hip-hop and rap are becoming the fastest growing musical genre in the Middle East, and YAS is the voice of his generation. *Thursday, Sept. 17, 7:30 p.m.*
- **Sonny Rollins**, tenor saxophone. The *Village Voice* calls Sonny Rollins “the last jazz immortal.” First recorded in 1949, he was recognized as one of the most promising, spontaneous, and creative tenor players on the jazz scene, sought after by Miles Davis, Thelonious Monk, and the Modern Jazz Quartet. *Tuesday, Sept. 22, 7:30 p.m.*

- **Ravi and Anoushka Shankar.** Ravi Shankar, legendary sitarist, composer, teacher, and writer, is India's most esteemed musical ambassador. His daughter Anoushka is an innovator in her own right, becoming the youngest person ever nominated for a Grammy Award in World Music and going on to win a Best Supporting Actress nomination for her debut role in *Dance Like a Man*. *Tuesday, Oct. 6, 7:30 p.m.*
- **Bela Fleck, Zakir Hussain and Edgar Meyer.** Banjoist supreme Bela Fleck, Indian tabla master Zakir Hussain, and double bass virtuoso Edgar Meyer join together to perform an intimate concert of original music that explores intertwining strands between American roots music and the classical Indian tradition. *Sunday, Oct. 11, 7:30 p.m.*
- **Bruckner Orchestra Linz with Dennis Russell Davies, conductor.** One of the leading orchestras of central Europe, Bruckner Orchestra Linz has made a name for itself with its recordings of all of Bruckner's symphonies. Dennis Russell Davies is among today's most inventive conductors revered for his command of both traditional and contemporary music. This concert will feature the Bruckner Fourth Symphony as well as the Phillip Glass Violin Concerto and Symphony No. 7. *Wednesday, Nov. 11, 7:30 p.m.*
- **Bang on a Can All-Stars and Trio Mediaeval.** Part chamber ensemble and part rock band, Bang on a Can All-Stars create music as intense and intoxicating as it is unconventional. They join forces with Norway's Trio Mediaeval, a vocal group specializing in early music, in a Carolina Performing Arts-commissioned performance of Julia Wolfe's *Steel Hammer*, influenced by legends and music of Appalachia. *Tuesday, Nov. 17, 7:30 p.m.*
- **Leif Ove Andsnes, piano, and Robin Rhode, visual artist: Pictures Reframed.** A performance of Mussorgsky's epic piano suite *Picture at an Exhibition* by Grammy-awarding winning pianist Leif Ove Andsnes, with Berlin-based visual artist Robin Rhode, in a specially designed set that surrounds the piano with visuals.

Participants in this seminar will have an opportunity to meet with performing artists to discuss their work. In preparation for these discussions, participants will be expected to research both the works being performed and the artists themselves, and to keep a journal.

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

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

MUSC 089: Renaissance Weddings

Anne E. MacNeil

TR, 11:00AM-12:15PM, Enrollment 24

The noble families of 16th-century Italy sponsored lavish celebrations in honor of their weddings. These festivities centered around music, spectacle, theater, and feasting. In this seminar, we will focus on the wedding celebrations of two of Italy's most prominent families—the Medici of Florence and the Gonzaga of Mantua—as we study the dynastic

themes and kinship rituals of their families. The semester concludes with a Renaissance banquet and presentation of participants' projects.

Anne MacNeil has degrees in Music from Ithaca College, Eastman School of Music, and the University of Chicago, and she taught at Northwestern and UT Austin before joining the faculty at UNC. Her areas of specialization include music of the 16th and 17th centuries, music and spectacle, commedia dell'arte, opera, performance studies and historiography. Her current research encompasses early-modern laments, operatic settings of tales of the Trojan Wars, and the intersections of music, ceremony, and biography in the lives of Margherita Farnese and Eleonora de' Medici. Professor MacNeil serves on many national and international professional committees, and she has won numerous honors and awards including UNC's Hettelman Prize for excellence in research in 2007 and a Chapman Teaching Fellowship from UNC's Institute for the Arts and Humanities in 2009.

PHILOSOPHY

PHIL 055: Paradoxes

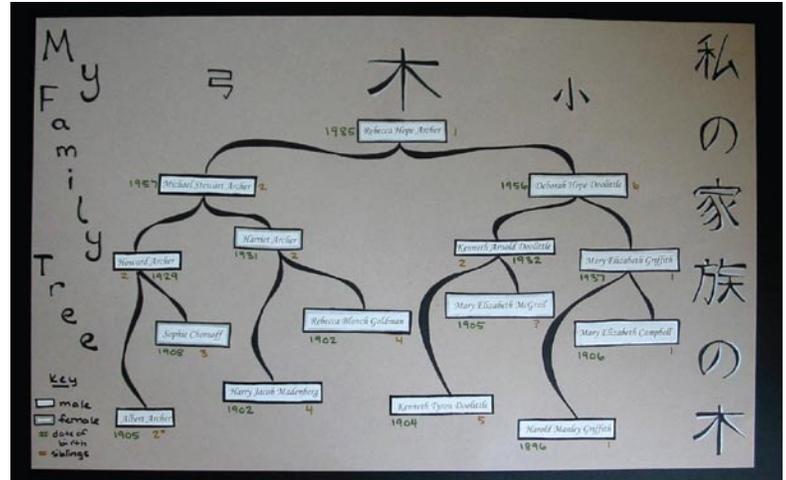
Philosophical and Moral Reasoning (PH); Communication Intensive (CI)

Keith E. Simmons

R, 9:30AM-12:15PM, Enrollment 20

Paradoxes have been a driving force in Philosophy since the 5th Century B.C. They force us to rethink old ideas and conceptions. Aristotle famously said that Philosophy begins in wonder - and he had in mind the kind of deep puzzlement that paradoxes generate. In this seminar, we will study a wide range of paradoxes: Zeno's paradoxes about space, time and motion, Sorites paradoxes about vagueness (like the paradox of the heap), paradoxes of rationality (Newcomb's paradox and the Prisoner's Dilemma), paradoxes of belief (including paradoxes of confirmation, and the surprise examination paradox), logical paradoxes (Russell's paradox about classes and the Liar paradox about truth), and paradoxes about time travel.

These paradoxes raise fundamental questions in all the main areas of Philosophy. But the paradoxes are not just important - they are fun too. They encourage us to think creatively, in new and surprising ways. In this seminar, you will be given



Social Change and Changing Lives, SOCI 060

the opportunity to tackle the paradoxes yourselves, through group discussions, oral presentations, and frequent written assignments. Philosophy is best viewed as a practice, as something that one does. By actively engaging with the paradoxes, both orally and in your written work, you will develop the intellectual skills that make philosophical progress possible.

Keith Simmons specializes in logic and philosophy of language. He is originally from London, and came to UNC via University College London and UCLA. He has written a book about the Liar paradox, and is currently working on a manuscript that explores a broad family of logical paradoxes. He claims not to have lost his English accent, and he's a lifelong supporter of Tottenham Hotspur.

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

Philosophy & Moral Reasoning (PH)

Ryan Preston

T, 9:30AM-11:50AM, Enrollment 24

This course will explore the nature and significance of death by drawing on a wide range of works in philosophy, literature, and film. We will use these works to address the following questions: (1) Do people have souls that can survive bodily death? (2) What is a good life? (3) Why is death bad for the person who dies? (4) Do our lives have meaning? (5) Does our mortality have any implications for the way we should live? Beginning with Plato's account

of the trial and death of Socrates and ending with Tolstoy's *The Death of Ivan Ilyich*, the course will also include readings by Descartes, Don DeLillo, Margaret Edson, Kazuo Ishiguro, and William James.

Ryan Preston joined the philosophy department in Fall 2008. He specializes in moral and political philosophy and philosophy of religion. He also has interests in medical ethics. His current work focuses on moral rights, the moral significance of trust, and justifications for promoting our own projects, rather than promoting the greater good.

Before joining the philosophy department, Ryan was a Faculty Fellow at the Edmond J. Safra Foundation Center for Ethics at Harvard.

PHIL 067, "The Psychology of Sports," taught by Jan Boxill provided an interesting perspective on the basics of psychology, as they are applied to sports. I had an amazing time in this FYS, and I don't understand how any first year student would not want to take one. I really enjoyed getting to know my teacher and classmates on a first-name-basis in this class. Besides - When else in life am I going to get the chance to learn about the psychology of sports?

–Daniel B.

PHYSIOLOGY

PHYI 050: Human Physiology

Physical and Life Science (PL)

Richard Falvo

TR, 2:00PM–3:15PM, Enrollment 20

The goal of this seminar is to provide students with an introductory view of human physiology and how this science relates directly to health and disease. This will be accomplished through the use of clinical cases which students will investigate and describe as they work through these selections in a problem-solving environment. The faculty member will serve as a facilitator for each case selected. Each case will also require a written report from each student. The number of cases will be limited hence not all of physiology will be covered. A final case presentation will involve the entire class, each group participating to elaborate on their findings. In addition, there are other requirements, i.e. medical scenario presentation, a single seminar attendance

of choice in the medical sciences, a book report and a museum experience. Class discussion and participation are mandatory.

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

PHYSICS

PHYS 052 Making the Right Connections

Hugon Karwowski

MWF, 9:00AM–9:50AM, Enrollment 20

Lab: M, 1:00PM–3:00PM, Enrollment 10 (section 410)

Lab: F, 2:00PM–4:00PM, Enrollment 10 (section 411)

This seminar will investigate the multiple roles that computers perform in scientific investigations. We will discuss and test in practice how the connections are made between measuring devices and computers, how the collected data is evaluated, and how the decisions based on the experimental results are made. We will look at how the information is fed back into the data acquisition process. We will also discuss the role of the computer simulations in scientific research, and the societal consequences of recent technological advances. The seminar and accompanying lab will give students basic working knowledge of data acquisition techniques with primary focus on encoding, decoding and flow of data from and to scientific instruments. This seminar will be of particular interest for prospective science and engineering majors.

Hugon J. Karwowski, who is a native of Poland, is a physicist and a teacher. His research is in applied nuclear physics, neutrino physics and astrophysics. Most of his experimental work is performed using accelerators at the

Triangle Universities Nuclear Laboratory. His other interests are politics, world history and grade inflation. He is a winner of numerous teaching awards and has served as a mentor of students on all levels.

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

Physical and Life Sciences (PL)

Christian Iliadis

TR, 8:00AM-9:15AM, Enrollment 24

In this seminar, we will analyze physics concepts by watching scenes from popular movies. The overall goal is to disentangle the complicated interplay of physics ideas in real-life situations and thereby to improve significantly our problem-solving skills. Emphasis is placed on group work rather than on traditional teaching. We will be addressing questions such as: Which scenes from movies are unphysical and which are realistic? How are physicists portrayed in movies? How does physics research influence society? Ultimately, we will gain a more fundamental understanding of physical concepts and how these concepts shape our world view.

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

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

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

Gerald Cecil

TR, 3:30PM-4:45PM, Enrollment 20

Cheap domestic oil propelled the U.S. to world

economic and military dominance, and has fed hence boosted world population. Now that the easier half of the world's oil supply has been consumed, competition for the rest has intensified. Meanwhile the flow is set to decline and prices to rise to rebalance demand. The effects in the first world will soon be to reduce dramatically the personal mobility and energy consumption that we take for granted. Current economic stress will make investments in alternatives that much more challenging. In the developing world, agricultural productivity hence population will shrink. This seminar will prepare students for these and other consequences of expensive energy by leading them to: understand what forms energy takes; learn to assess the efficiency and technologies of energy conversion; study the implications of higher energy costs on space conditioning, fertilizer & food production, transportation, industry, and communications/work patterns; and examine waste byproducts including the effects of greenhouse gases on global climate, and the long-term storage of nuclear waste. The seminar will visit renewable energy businesses and sites, and will hear from guest discussion leaders who are working locally on the transition to renewable or practically inexhaustible energy sources.

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

CITY AND REGIONAL PLANNING

PLAN 053: The Changing American Job

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

Nichola Lowe

TR 11:00AM-12:15PM, Enrollment 21

What will the U.S. labor market look like when incoming UNC students graduate four years

from now? How will employment opportunities differ from those facing their parents and relatives a generation or two ago, or even those of recent college graduates? This course explores these questions by looking at the changing nature of the American job and the transformative forces—from global trade and outsourcing to corporate restructuring, deregulation and new skill demands—that have influenced this change in recent decades and have added to current economic insecurity. We will consider how these forces are experienced differently by urban and rural residents, by men and women, and by members of different socio-economic and ethnic groups, including native-born and immigrant workers. We will also consider local and regional strategies for helping workers adapt to this changing economic environment. The seminar will not only help students think about the larger economic and policy implications of U.S. labor market restructuring, but also how the forces behind this change might affect their own career goals and advancement opportunities.

Nichola Lowe received her Ph.D. in Urban Studies and Planning from MIT in 2003. She joined the Department of City and Regional Planning at UNC in 2005 as a specialist in workforce and economic development. Through her teaching and research activities at UNC, she explores the role that community actors and coalitions play in guiding processes of local and regional economic development. Her research not only raises questions about the impact of local support systems on business performance and success, but also the degree to which



Living with Our Oceans and Atmosphere, MASC 052

community actors can shape business practices in ways that reflect higher-order development goals and values. She applies what she studies to her work with Durham CAN, a community coalition that works to improve the lives of low-income Durham residents and working families.

POLITICAL SCIENCE

POLI 050: Movies and Politics

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

Pamela Conover

MW, 9:00AM-11:20AM, Enrollment 24

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, B.A. (1973) and the University of Minnesota, Ph.D. (1979). Professor

Conover teaches courses dealing with political psychology, women and politics, and the politics of sexuality. In the past, Professor Conover's research has concerned the nature of political thinking, and the politics of identity and citizenship. She also coauthored the book *Feminism and the New Right* (1983). Her current research is focused on the politics of identity and the same-sex marriage debates, and the nature of citizenship and political culture.

POLI 055: Democracy and the Civic Ideal
William C. Friday Award for Instruction in the Civic Arts

Beyond the North Atlantic (BN)

Stephen T. Leonard

TR, 2:00PM-3:15PM, Enrollment 24

This seminar explores the development of modern democratic sentiments and values in the history of the civic ideal in the West. We begin by examining the theory and practice of classical Greek democracy, then moving through Roman republicanism, early modern republicanism, the liberal revolutions of the 17th and 18th centuries (England, U.S., and France), and finishing with contemporary American democratic politics. We will use a variety of approaches and resources: simulations, films, re-enactments, panel discussions, and, of course, texts. Our goal will be to meet the challenge of marshalling good arguments and compelling evidence in political analysis. Students will put these skills to work by developing research projects on democratic politics.

Stephen Leonard has been teaching at UNC since 1985. His teaching and research interests are in democratic theory and the history of political thought, the history and philosophy of higher education, and the philosophy of social and political inquiry. His work on contemporary critical theory, and citizenship and gender, has won national awards for excellence. Professor Leonard is a graduate of Oakland University (BA 1979) and the University of Minnesota (PhD 1987). Here at Carolina he has been active in promoting undergraduate education as a member of various advisory and curricular committees, as well as serving as an Academic Adviser in the College of Arts and Sciences, and the UNC Honors Program.

When he isn't working with students and books, Professor Leonard can usually be found working with cars and hand-tools: his favorite hobby is restoring air-cooled Volkswagens and repairing classic automobiles

POLI 056: American Political Autobiography

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

Michael Lienesch

TR, 11:00AM-12:15PM, Enrollment 24

How do we think about ourselves as Americans, and how do our identities influence our ideas about politics? In this seminar, we will try to answer these questions by reading and discussing autobiographies written by a diverse collection of writers from the eighteenth century to today. Among them are Benjamin Franklin, Frederick Douglass, Jane Addams, Malcolm X, Wilma Mankiller, Maxine Hong Kingston, and Richard Rodriguez. In addition to reading and reflecting on these and other sources, and discussing them in a variety of structured learning situations, we will also plan and write our own political autobiographies. By the end of the term, students should not only be thinking more critically about the personal and public aspects of what it means to be an American, but also should have a clearer conception of themselves as political people.

Mike Lienesch is a Professor in the Department of Political Science who came to Carolina from the University of California Berkeley, where he received his Ph.D. In several books and many articles and essays, he has written about American political thinking from the eighteenth century to today, concentrating on the role of religion in politics. His most recent book is In the Beginning: Fundamentalism, the Scopes Trial, and the Making of the Antievolution Movement. In recognition of his teaching, he has won UNC's Tanner Award, a Favorite Faculty Award, and been a Bowman and Gordon Gray Professor.

POLI 065: Pressure and Power

Social and Behavioral Science (SS)

Virginia Gray

TR, 9:30AM-10:45AM, Enrollment 21

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

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

PSYCHOLOGY

PSYC 058: The Psychology of Mental States and Language Use

Social & Behavioral Sciences (SS)

Jennifer Arnold

TR, 2:00PM-3:15PM, Enrollment 21

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 a set of phenomena known as mentalizing, or theory of mind, and how mentalizing affects the development of language, adult language use, and the language of autistic individuals, who are known to have difficulty reasoning about others minds. This seminar will 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 at UNC. She conducts research on the psychology of language, with a focus on the on-line processes of language comprehension and production, with both adults and children. Much of her research monitors participants' eye movements as they follow instructions, which provides information about how they integrate linguistic and nonlinguistic information on a moment-by-moment basis. She teaches classes in cognitive psychology and the psychology of language, and advises graduate and undergraduate students who do original research in her laboratory.

PSYC 065: Judgment and Decision Making in Everyday Life

Social and Behavioral Sciences (SS)

Lawrence J. Sanna

TR, 12:30PM-1:45PM, Enrollment 24

This seminar focuses on understanding people's judgment and decision making processes in everyday life. Throughout our lives, we make decisions both big (e.g., choosing a career, ending a romantic relationship) and small (e.g., wondering

whether we ordered pizza from the best place in town). How do we make decisions such as these? Why do many of our decisions produce very strong feelings and emotions within us? What biases our decisions? How can we make better decisions in the future? What aspects of judgment and decision making are beyond our control? Social psychologists have become the vanguard in judgment and decision making research, borrowing many ideas from cognitive, personality, developmental, and clinical psychology. We will examine judgment and decision making from a social psychological perspective, but we will also draw upon other areas of psychology and other interdisciplinary approaches (e.g., economics, decision sciences) as appropriate.

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

PUBLIC POLICY

PLCY 070: National Policy: Who Sets the Agenda?

Social and Behavioral Sciences (SS); Communication Intensive (CI); North Atlantic World (NA)

W. Hodding Carter

TR, 2:00PM-3:15PM, Enrollment 24

The U.S. is governed by democratically elected leaders. According to theory, they both represent the people and lead them, setting and implementing policies to further prosperity and justice at home and security abroad. But who and what actually sets the nation's policy agenda? The President? Congress? The media? Special interests? Dramatic and unexpected events—9/11, for example—or carefully calibrated long-term plans? Variable public opinion or inflexible ideological zeal? These are some of the questions that we will attempt to answer. We will examine closely the work of agenda setting theorists as well as contemporary case studies. Each student will be required to adopt fact-based positions and defend them publicly. We will be reading extensively and writing regularly. There

will be no “right” positions required in this course, but intellectual rigor and an open mind will be prerequisites.

Hodding Carter has been actively involved in local, state and national politics, held high level federal office, and reported and commented extensively on public events of the past 47 years as a print and television journalist. As a tenured professor at the University of Maryland, he taught courses on the close relationship between media and government and the failure of both to serve adequately the interests of the people. As State Department spokesman, he was the public face of the nation's foreign policy. As a private citizen, he has taken leadership and advocacy roles on significant domestic and foreign policy issues. He was president and CEO of the \$2.4 billion John S. and James L. Knight Foundation before coming to Chapel Hill in 2006. While an active television correspondent, anchor and commentator, he won four national Emmy Awards.

PLCY 089 001: Entrepreneurship

Maryann Feldman

TR, 9:30AM-10:45AM Enrollment 24

Innovation and entrepreneurship are drivers of economic growth and future prosperity. This seminar considers examples of entrepreneurs who created enduring products, emphasizing the context that set the stage for the innovation and the strategy employed by the entrepreneur. The objective is to learn to recognize entrepreneurial opportunities. The class considers Research Triangle Region as our laboratory. The class will study the transformation of the region over the past 50 years, emphasizing the role of entrepreneurs and the incentives provided by public policy. Active entrepreneurs are invited to talk about their companies. The class will include a site visit to Research Triangle Park and one local company.

Maryann Feldman is the S.K. Heninger Distinguished Chair in Public Policy. Her research and teaching interests focus on the areas of innovation, the commercialization of academic research and the factors that promote technological change and economic growth. A large part of Dr. Feldman's work concerns the geography of innovation – investigating the reasons why innovation clusters spatially and the mechanisms that support and sustain industrial clusters.

RELIGIOUS STUDIES

RELI 073: From Dragons and Foxes to Godzilla and Pokemon: Animals in Japanese Myth, Folklore and Religion

Literary Arts (LA); Communication Intensive (CI); Beyond the North Atlantic (BN)

Barbara Ambros

TR, 3:30PM-4:45PM, Enrollment 24

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

Barbara Ambros (Ph.D. Harvard University) teaches East Asian Religions in the Religious Studies Department. Her research interests include pilgrimage and sacred mountains in Japan, the religions of Asian diaspora communities in Japan, and animal memorial rites in contemporary Japan. She is particularly interested in methodological issues such as gender, space/place, and the modern construction of religious traditions. She recently published a book entitled Emplacing a Pilgrimage: The Ōyama Cult and Regional Religion in Early Modern Japan. She is currently writing a book entitled Bones of Contention: Animal Memorial Rituals in Contemporary Japan.

RELI 074H: Person, Time, & Religious Conduct

Philosophical & Moral Reasoning (PH)

Jonathan Boyarin

MW, 9:30AM-10:45AM, Enrollment 24

What we call religion and ritual address fundamental human questions: What happens when we die? Did we exist before we were born? Does our skin define the limits of our being? Why are we named for ancestors, for saints, for martyrs or teachers? Most pertinently: How do we act in the face of all these questions? This seminar considers religious strategies from a broad range of historical and current traditions that guide human action in ways that link individuals to those who came before them, those who will come after them, and those around them now. By the end of this seminar, students will learn to see a wide range of human practices, from body markings to pilgrimage, fasting and martyrdom, as responses to anxieties and dilemmas shared by homo sapiens across the bounds of culture and history—and will be able to address these questions using the tools and insights of current scholarship.

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

ROMANCE LANGUAGES

ROML 050: Orality and Literacy

Social & Behavioral Sciences (SS)

James Noblitt

TR, 9:30AM-10:45AM, Enrollment 24

This seminar provides an opportunity for students to examine the impact of information technology

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

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

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

James S. Noblitt is Research Professor of Romance Languages. He earned his B.A. and M.A. degrees at the University of Virginia and his Ph.D. at Harvard University. His academic training is in Linguistics and Romance Philology. Professor Noblitt's recent honors include the 1996 Modern Language Association/EDUCOM medal for research and development in the use of information technology for language teaching and learning.

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

—Caroline J.

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

This seminar was developed with funds from the Carolina Entrepreneurial Initiative (CEI)

Communication Intensive (CI); Experiential Education (EE)

Darcy Lear

TR, 2:00PM–3:10PM, Enrollment 24

How can we apply entrepreneurial principles to support the missions of social service agencies in NC? 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. Using the critical thinking skills emphasized in the seminar, students will examine issues in NC Latino communities and learn important business skills that can help sustain endeavors that benefit the community. Students will experience rather than simply examine the bilingual and bicultural commercial and social enterprises that surround our campus by working & networking in a local agency or business 2–3 hours each week. This community service-learning experience will allow students to apply the knowledge and skills that they developed in the seminar. Previous knowledge of Spanish will “come in handy,” but is not a prerequisite in this seminar.

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

STATISTICS AND OPERATIONS RESEARCH

STOR 062: Probability & Paradoxes

Quantitative Intensive (QI)

Douglas Kelly

TR, 11:00AM-12:15PM, Enrollment 24

Did you know the following? Among 40 randomly chosen people, it is very likely that two of them will have the same birthday. A test for a certain disease may be 99% accurate, and yet if you test positive, your chance of having the disease may be only 10%. It is possible for baseball player A to have a higher batting average than player B for the first half of the season, and also for the second half of the season, but for player B to have a higher average for the season. In mathematics there are either true statements that can never be proved, or false statements that can be proved true (or both). There are competitive situations in which it is in everyone's advantage to be selfish, but everyone does better if all act altruistically. Mathematics and logic, and in particular the theory of probability, are powerful tools for understanding the world around us, but they lead, as indicated by the examples cited, to some surprising conclusions. Understanding these surprises adds to our understanding of randomness, logic, and behavior. In this seminar, we will look at these and other seeming paradoxes, and learn how we can explain them. Each one will lead us to one or more of the basic ideas of logic or probability. No previous knowledge of mathematics beyond basic algebra is required.

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

STOR 072: Unlocking the Genetic Code

Quantitative Intensive (QI)

J. Scott Provan

MWF, 2:00PM-2:50PM, Enrollment 24

This seminar introduces students to the world of genetics and DNA, and in particular, the use of computers and operations research to organize and make use of the complex combinatorial, probabilistic, and statistical systems associated with understanding the structure and dynamics of DNA and heredity. The students will discuss the importance that knowledge of the structure of DNA can have on improving human life, the complexity of the related problems associated with understanding and using this information. They will also engage in hands-on use of the computer to model and solve some of these complex problems. Grades will be based on class discussion, exams, and problem-solving assignments. No previous computer skills or 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 faculty since 1982. He held the Paul Ziff Term Professorship at the UNC and is a former chair of the Department of Statistics and Operations Research.

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