



First Year Seminars

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

FALL 2012



NEW STUDENT
ORIENTATION
— 2012 —



UNC
COLLEGE OF
ARTS & SCIENCES



First Year Seminars

For Your Success!

FALL 2012

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

FOR MORE INFORMATION

Talk with your advisor at
ORIENTATION this summer.

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

Explore the FIRST YEAR SEMINARS
PROGRAM website: fys.unc.edu.

Contact the FIRST YEAR SEMINARS
office at (919) 843-7773 or fys@unc.edu.

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

Carolina's First Year Seminar (FYS) Program provides a unique academic opportunity within our broader curriculum. FYS are small (no more than 24 students), taught by our best instructors, and address topics that are on the frontier of scholarship or research. FYS give you the opportunity to work together with faculty and classmates in a shared experience that provides a hands-on preview of the exciting world of engaged scholarship at Carolina.

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 usually includes class discussion and other modes of engagement such as fieldwork, artistic performances, class trips, presentations, projects, or experiments. FYS also help refine your ability to communicate clearly and persuasively in a wide array of formats. And, perhaps most important, FYS are designed to be lively and fun, promoting collaboration in scholarship and intellectual discovery.

PLAN AHEAD

Many students are attracted by the FYS that are directly relevant to their interests, but this strategy is a bit shortsighted because all students will eventually enroll in advanced courses in their major. Enrolling in an FYS is an opportunity for you to explore topics that are new and unfamiliar. Not only does this experience expand your mind (and possibly, your career path), but also it provides an opportunity to complete some of the more challenging curricular requirements in a pleasant way.

FYS have limited capacity and thus fill up quickly during Orientation. A successful strategy for registration is to identify a dozen or more FYS that would be of interest and put them in your "shopping cart" in ConnectCarolina (use the FYS list on the back of this brochure to help get organized). When registration is available online you can continue seeking seats in your target FYS and also view all FYS that have open seats. Finally, registration continues during the first week of classes. Most FYS are offered only once in an academic year, but we offer almost as many FYS in the spring semester as we do in the fall semester.

Be wise and take advantage of this valuable learning experience!

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

GENERAL EDUCATION ABBREVIATIONS

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

AFRICAN STUDIES

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

BN, CI

Bereket H. Selassie

TuTh, 11:00am–12:15pm

This seminar is designed to introduce 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 seminar will pose questions such as:

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

Bereket Selassie is the William E. Leuchtenburg Professor of African Studies, and Professor of Law at UNC-CH. After over 20 years of engagement in government, law and diplomacy, Professor Selassie chose university teaching as a career. He has always enjoyed teaching, even when in government, and he has been engaged in full-time teaching for over 30 years. Professor Selassie's roles in government service have included serving as Attorney General and Associate Supreme Court Justice of Ethiopia, among other positions. More recently, he served as the Chairman of the Constitutional Commission of Eritrea (1994–1997), and he has been a senior consultant on the drafting of constitutions in Nigeria, Iraq, and other countries.

AFRO-AMERICAN STUDIES

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

SS, US

Timothy McMillan

TuTh, 2:00–3:15pm

America is an increasingly multicultural and diverse nation. And yet, the central concepts of race and diversity are often poorly defined. Racial categories have been used in the U.S. from the earliest colonial times, but their meanings have changed with every generation. What makes a person black in the 21st century is increasingly complex and a subject of much debate. In this seminar, we will focus on the creation of black identity in the U.S. and internationally. As we move beyond the 10th anniversary of the September 11th attacks on the United States, how does race play a role in our personal lives, our national identity, and our international concerns? Position papers written in response to films, readings, and blogs; class discussion; and a final documentary project exploring race and society will be used to enhance and evaluate students' understanding of the meaning of blackness in the U.S. and the larger global community.

Timothy McMillan is senior lecturer in the Department of African and Afro-American studies. He received his Ph.D. in Anthropology from UNC-CH in 1988. McMillan has taught Afro-American studies, African studies, and anthropology at UNC-CH, 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 and has won the Black Student Movement's Hortense McClinton Faculty Award three times. Dr. McMillan is currently writing a book about race and remembrance at UNC-CH, and often conducts a "Black and Blue" tour of campus.

AMERICAN STUDIES

AMST 89H: NAVIGATING THE WORLD THROUGH AMERICAN EYES (HONORS)

SS, GL

Rachel Willis

TuTh, 11:00am–12:15pm

This seminar is designed to help prepare students for future study abroad opportunities, international work, and understanding the implications of national identity and action in a global environment. Using group projects, individual proposal writing, and collaborative field study within the campus and near-by community, we will explore a wide range of issues including access to work, health care, and education. Differences in religion, culture, gender roles, geography, and more will be considered as students intensely develop individual plans for foreign travel, study, and work using readings, class exercises, documentaries, and interviews. We will put a special focus on transportation systems and other forms of infrastructure that impact navigating places, people, and information.

Dr. Rachel Willis is a labor economist in American Studies. Her research, teaching, and public service agenda focuses on factors affecting access to work in the American economy with a particular focus on the impact of globalization. She lived as an American abroad for a good part of her childhood, growing up on military bases in Germany and Japan. Additionally, she has traveled globally as a public servant examining rail systems and as an engaged scholar focusing on textile employment. She previously served as the chair of Triangle Transit Authority and Chapel Hill Transit. The 2010 winner of the Board of Governor's Excellence in Teaching Award, Willis especially enjoys field study and the use of archival materials in her pedagogy. Spring 2012, Willis was the resident faculty director for the London Honors Program.

ANTHROPOLOGY

ANTH 53H: DARWIN'S DANGEROUS IDEA (HONORS)

SS

Paul Leslie

TuTh, 2:00–3:15pm

Darwin's theory of evolution by natural selection is central to one of the most profound revolutions in the history of thought, generating stunning insights but also some misunderstanding and tragic abuse. This seminar aims to provide a clear understanding of how natural selection works, and how it doesn't. We will examine objections to the theory; how the environmental and health problems we face today reflect processes of natural selection; and recent attempts to understand why we get sick, how we respond to disease, why we get old, why we choose mates the way we do, and more. Class sessions will feature a mix of lecture and discussion of concepts and issues. Students will also engage in small group projects—cooperative explorations of problems raised in class or in the readings and/or designing mini research projects.

Paul Leslie's professional interests focus on human ecology, and he has pursued this primarily through research among nomadic peoples in East Africa. His most recent project entails studying (while nursing an aged Land Rover across the African

savanna) human–environment interactions in northern Tanzania, especially how the changing land use and livelihood patterns of the Maasai people living there affect and are affected by wildlife and conservation efforts. When not teaching or practicing anthropology, he enjoys bicycling, motorcycling, woodworking, and jazz.



Rachel Willis. Photo by Dan Sears, UNC–Chapel Hill.

ANTH 62: INDIAN COUNTRY TODAY

SS, US

Jean Dennison

TuTh, 3:30–4:45pm

This seminar examines current topics in American Indian country through the use of films and interactive case studies. Working both alone and in groups, students will conduct research on various topics including: American Indian treaty rights, land, sovereignty, environment, health, economy, and identity. They will also participate in engaged and situated discussions and write short position papers to prepare for class exercises. In addition to introducing students to current topics of importance within American Indian communities, this seminar will explore how these issues are debated within and outside Indian communities. Ultimately the seminar will seek to help students better understand the challenges facing American Indian communities both internally and externally, and encourage them to look for creative solutions to these problems.

Jean Dennison is an Assistant Professor of Anthropology. She is currently writing a book on the Osage Nation's recent citizenship and government reform process. Her areas of interest include: representation, visual anthropology, bodily politics, and North American Indian citizenship, governance, and sovereignty.

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

HS, EE

Anna Agbe-Davies

MWF, 10:00–10:50am

The term “African diaspora” usually refers to the consequences of the transatlantic slave trade, but there have been many

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

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

ART

ART 55: ART, GENDER, AND POWER IN EARLY MODERN EUROPE

VP, NA

Tatiana String

TuTh, 9:30–10:45am

What did it mean to be a man or to be a woman in the Renaissance? This seminar will explore the ways in which constructions of gender are critical to understandings of the visual arts in the early modern period (c. 1400–1650). We will discuss and analyze a focused group of representations of men and women: portraits, mythological and biblical paintings and sculptures, and even turn our attention to the buildings these men and women inhabited. We will study the work of artists such as Michelangelo, Donatello, Titian, Holbein, and Rubens, among others, to find ways of understanding how masculinity and femininity were central concerns in early modern society and in the art produced in this period.

Dr Tania String earned her Ph.D. at the University of Texas at Austin. She specializes in the portraits of Henry VIII, and has recently written on representations of Henry's masculinity. For the past fourteen years she has been teaching in England at the University of Bristol, and before that she taught at the University of Central Florida. She has co-curated exhibitions of Tudor and Stuart portraits with the National Portrait Gallery in London and has advised the curators of England's historic royal palaces. She is originally from Florida, and is very much looking forward to the sunshine of North Carolina after many years in rainy Britain.

ART 77: SEEING THE PAST

VP

Mary Sheriff

TuTh, 11:00am–12:15pm

This seminar will introduce students to practices of critical analysis that inform academic work in all the core humanistic disciplines: how do we ask analytical questions about texts, artwork, and other cultural artifacts that come down to us from the past or circulate in our own culture? The seminar will focus on works of art held in the Ackland Art Museum. We will read together and discuss textual sources (such as literature, documents and historical accounts) from the periods in which the works were made and we will also read what recent scholars have to say about the history, literature and art we are studying. Our focus will be on selected works of art made in the seventeenth, eighteenth, and nineteenth centuries in Europe and America. No experience in working with the visual arts is necessary; the seminar will also aim to develop skills of visual analysis and interpretation. Throughout the semester students will be asked to write brief 2-page papers on reading assignments. For their final projects, students will prepare a discussion of one work of art to be delivered as a gallery talk in the museum. And together the class will produce a digital presentation of their collective research to be posted on the web.

Mary Sheriff is W.R. Kenan Distinguished Professor of Art History, as well as an avid scuba diver. Her research and teaching focuses on European art and culture of the eighteenth and nineteenth centuries, and she has published widely on diverse topics in those fields. Here at UNC-CH she teaches a variety of courses in these areas. She has recently been honored as one of the "great teachers" of the American Society of Eighteenth-Century Studies. This summer she will be traveling and lecturing in Sweden, France, and Germany—and diving in Bonaire.

ASIAN STUDIES

ASIA 55: KUNG-FU: THE CONCEPT OF HEROISM IN CHINESE CULTURE

PH, BN

Li-Ling Hsiao

TuTh, 11:00am–12:15pm and

W, 6:00–8:00pm (film screenings)

Kung-fu has become a global phenomenon, but its central place in the traditional culture of China remains unknown to most of the world. This course will explore the rich and complex traditions of kung-fu in relation to the concept of the heroism (xia) from ancient to modern times. The seminar's material will include historical biographies, kung-fu novels, theater, to kung-fu films. The seminar will also explore the appropriation of kung-fu traditions in Japanese and American movies. The seminar will be primarily conducted through discussions and debates led by students. The instructor provides the topics for discussion. In each class the assigned students will take the floor and express their views on the assigned issue and the rest of the students must question the floor speakers' arguments.

Li-Ling Hsiao is associate professor of Chinese language and literature at the University of North Carolina, Chapel Hill. Her research encompasses literature, art, history, and printing. She has published a book titled The Eternal Present of the Past: Theater, Illustration, and Reading in the Wanli Period, 1573-1619, and is working on a new manuscript project: Drama Illustration as Drama Criticism: The Late Ming Illustrated Editions of Pipa ji. She comes from a family of puppeteers, and is a performer of guzheng and guqin, two traditional Chinese instruments.

ASIA 58H: CHASING MADAME BUTTERFLY (HONORS)

VP, CI, BN

Jan Bardsley

TuTh, 5:00-6:15pm

One of the most famous operas in the world, Puccini's *Madame Butterfly* (1904), a tragic tale of love betrayed, has its roots in novels, a play, and the history of relations between Japanese and foreigners in the city of Nagasaki. Why have the stories of *Madame Butterfly* captured this attention, inspired such diverse interpretations, and incited debate? Students explore these questions by learning the history of Nagasaki and about tourism to the city, by reading the early stories of *Madame Butterfly*, and by considering the newer stage productions, *M. Butterfly* and *Miss Saigon*, that reinterpret the story. We also read essays that offer widely different perspectives on *Madame Butterfly*, delving into the controversies that have erupted over representations of Japan, interracial romance, and cross-racial casting. Field trips, guest speakers, a Japanese food-making event, and the chance to do your own original research on *Madame Butterfly* make this seminar productive and fun. No background knowledge of Japan, Japanese, or literary studies is required.

Jan Bardsley is a graduate of UC Davis (Dramatic Art) and UCLA (East Asian Languages and Cultures) and has been a Tar Heel since 1994. Traveling to Nagasaki in 2005 with Carolina students on a study abroad program in Japanese theater piqued her curiosity about the many stories of Madame Butterfly. This seminar draws on her research on the New Woman of Japan in the 1910s, representations of Japan in American popular culture, and such icons of femininity as the princess, geisha, and beauty queen. Professor Bardsley is also a huge fan of Japanese popular culture, food, and speedy trains.

ASIA 59: MEDIA MASALA: POPULAR MUSIC, TV, AND THE INTERNET IN MODERN INDIAN AND PAKISTAN

VP, BN

Afroz Taj

TuTh, 2:00-3:15pm

This seminar explores different types of broadcast and digital media, examining various cultural examples (e.g., music videos, television soap operas and reality shows, radio, and the Internet) and covering a variety of topics, including gender, sexuality, globalization, religion (personal and public), and activism. We will also discuss the ways traditional art forms (e.g., qawwali, ghazal, epic, classical dance) are transformed and given relevance in the modern South Asian media. An

important theme of this course is how India and Pakistan, despite historical tensions, are linked by a common media culture that interprets and sometimes transcends geopolitical differences. This seminar will be particularly useful and fun for students who like to consider a variety of multimedia and textual sources in thinking about a provocative issue or question. Each student will design a short research project and make a presentation, and with a small group, produce a music video, giving the class an experiential perspective on the media in modern India and Pakistan. There are no prerequisites.

Afroz Taj has been teaching South Asian literature, culture, and language in the United States since 1983. In 1995 Afroz came to the University of North Carolina to establish a pioneering program of teaching Hindi-Urdu through live, interactive videoconferencing. He is the creator of the popular language learning websites "A Door Into Hindi" and "Darvazah: A Door Into Urdu." Afroz's research interests include Urdu poetry and poetics, South Asian theater, cinema and media. Afroz is the author of The Court of Indar and the Rebirth of North Indian Drama, Urdu Through Hindi, and The Tanhaiyan, Ankahi, and Ahsas Companion.

ASIA 62: WOMEN AND SPIRITUALITY IN TURKEY

HS, BN

F. Canguzel Zulfikar

TuTh, 3:30-4:45pm

This seminar is designed to examine both the historical and the contemporary aspects of women's religiosity in today's Islamic Turkey. Mystical interpretations and practices of Muslims are fairly common and inform a great many people's understandings of self, the world, and the nation. We will discuss the various definitions of who and what constitutes a Sufi, their social engagement, and the controversies around gendered authority in these communities by examining the lives of spiritual Muslim women. While today women's participations are more public, these are not entirely new developments, and we will also explore the role of women historically in these communities. We will also examine the ways in which the secular context of Turkey has shaped how Turkish women can and cannot express their religiosity. Sufi women from Turkey and their leadership will be examined by using primary and secondary sources, including documentaries and movies. At the end of the semester students will prepare final projects and present them based on their research and skits. This seminar requires students' active participation in discussions.

Canguzel "Janzi" Zulfikar is a native of Turkey. She received her Ph.D. in History from the Hacettepe University in Ankara. She started the Turkish Studies Program here at Carolina. Her research interests are Ottoman Muslim-Sufi endowments and their function in the society, looking at them in their historical trajectory. Her research also includes women and their spirituality in Turkey. Professor Zulfikar likes to discover the political entity's changing role on society through Sufi women and their activities. She and her family have considered Chapel Hill their home town for the past ten years.

BIOLOGY

BIOL 53: BIOTECHNOLOGY: FROM GENETICALLY MODIFIED FOODS TO THE SEQUENCE OF THE HUMAN GENOME

Carolina Entrepreneurial Initiative

PL

Jason Reed
TuTh, 2:00–3:15pm

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

Jason Reed grew up in the upstate New York snow belt, and was trained at Yale, M.I.T., and the Salk Institute. At UNC-CH since 1995, he studies how plant hormones regulate growth and reproduction. He enjoys music and gardening, and hopes that technological and cultural changes will make the world better.

BIOL 62: MOUNTAINS BEYOND MOUNTAINS: INFECTIOUS DISEASE IN THE DEVELOPING WORLD

Carolina Entrepreneurial Initiative

PL, GL

Mark Peifer
TuTh, 2:00–3:15pm

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

and the root causes of these inequities. We will examine the biology of infectious disease and the challenges of treating them in the developing world, and explore how Partners in Health and other entrepreneurial non-profit groups provide a model for how the developed world can partner with the poor to meet this challenge.

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

CHEMISTRY

CHEM 73: FROM ATOMIC BOMBS TO CANCER TREATMENTS: THE BROAD SCOPE OF NUCLEAR CHEMISTRY

PL

Instructor, TBA
TuTh, 2:00–3:15pm

Nuclear chemistry is a field that touches the lives of everyone perhaps every day of their lives. This seminar will approach the topic of nuclear chemistry on the level of an introductory chemistry class with no prerequisite. Atomic structure, nuclear fission and nuclear fusion processes will be studied to provide the background necessary to understand their applications. Nuclear weapons and nuclear power will be covered in detail with discussion of topics relevant both for today's society and for the future. Other topics including household applications, nuclear medicine, radiation safety, and the problematic issue of radioactive waste storage will be discussed. The seminar will include guest lecturers from the various fields of nuclear chemistry, selected reading assignments, topical student-led discussions, possible facility trips/tours, and a final project presentation on a relevant topic.



"...the seminar [CHEM 73] was everything I could ask for in a class. The material was always very interesting, covered a huge diversity of topics such as chemistry, physics, medicine, and history, and was hardly ever above my head. The projects greatly improved my speaking skills, and the knowledge I retained is very much applicable to the real world."

—Matt P.

CLASSICS

CLAS 55H: THREE GREEK AND ROMAN

EPICS (HONORS)

LA, NA, WB

William Race

MWF, 1:00–1:50pm

This seminar will involve a very close reading of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*, the three epics that formulated the bases of Greco-Roman civilization and provided the models of heroism and human values for the Western Tradition—and also raised fundamental questions about the individual's relationship to society. In addition, we will read Book 3 of Apollonius Rhodius' *Argonautica*, which forms a bridge between Greek and Roman epic. Students will discuss questions that arise in the assigned readings, prepare brief in-class analyses, and write three papers. There will also be a comprehensive final examination.

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

COMMUNICATION STUDIES

COMM 51: ORGANIZING AND COMMUNICATING FOR SOCIAL ENTREPRENEURS

Carolina Entrepreneurial Initiative

A Joseph P. McGuire First Year Seminar

SS

Steve May

TuTh, 9:30–10:45am

This seminar is designed to show how we can better understand organizational communication through the medium of different metaphors (e.g., machine, organism, culture, political system, psychic prison). More specifically, the seminar is designed to show how social entrepreneurs—or any other organizational members—can use these metaphors of organizational communication as tools for informing and guiding their entrepreneurial efforts.

The course has four primary objectives. First, to introduce students to the theory and practice of social entrepreneurship, with particular attention to successful social entrepreneurs. Second, to provide students with a systematic and critical understanding of organizational communication theory and research related to social entrepreneurship, including the factors involved in the functioning and analysis of today's complex organizations. Third, to show students how this understanding can be used as a practical tool for their own social entrepreneurship. Finally, to allow students to explore the ways in which organizations are simultaneously the medium and outcome for social, political, economic, technological, and ideological change in our culture.

Steve May is Associate Professor of Communication Studies and is an Ethics Fellow with the Parr Center for Ethics. He received his B.A. and M.A. from Purdue University and his Ph.D. 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 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 Ethics' 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.

COMM 62: AFRICAN AMERICAN LITERATURE AND PERFORMANCE

VP

Alexander Craft

TuTh, 3:30–4:45pm

The seminar examines—through performance—the question of what characterizes “Blackness” as it is manifest through experience—history—and symbol in the United States (as well as the impact of African practices and identities upon Blackness in the U.S.). The course is concerned with what has been termed the “black literary imagination.” We will examine—in performance—the black literary imagination as it encompasses the range of African American expressive traditions from music and dance to rhetorical strategies and visual arts.

Dr. Alexander Craft received her Ph.D. in performance studies at Northwestern University. Her research focuses on black identity, cultural performance, and nationalism(s) in the Americas. Based on six years of critical ethnographic and historical research in the Congo community of Portobelo, Panama, including a sustained one-year experience supported by a Fulbright Full Grant, she is completing a manuscript entitled When the Devil Knocks: The Congo Tradition and Politics of Black Identity in Panama.

COMPUTER SCIENCE

COMP 66: RANDOM THOUGHTS

QR

Jan-Michael Frahm

MW, 3:30–4:45pm

This seminar explores randomness in our daily lives as well as the typical misunderstandings of randomness by most people. We will collectively conduct experiments using subjects from our daily lives like sports statistics and medical treatment effectiveness to understand “What does random mean?” and “How can we tell what kind of randomness we face?” All we need to go this path is the math already learned in school. Beyond the understanding of randomness in general we will learn how computers generate “random numbers” and how random those numbers really are. The experiments in the course will be performed in Excel providing a solid knowledge of spreadsheets to every participant. Additionally, we will explore the following questions: Is the addition of random noise to a signal always bad for perceiving the signal's content? (The answer is no!) How are random numbers used in simulation

and image processing? Students will prepare short research reports from a list of topics, and will present their findings to the seminar. Each student will also select from a list of computational experiments to perform. Computer programming skills will be helpful, but are not required. Grades will be based on participation in class discussions, research papers and presentations.

Jan-Michael Frahm received his Ph.D. in computer vision in 2005 from the Christian-Albrechts University of Kiel, Germany. Dr. Frahm's research interests include a variety of computer vision problems. He has worked on structure from motion for single/multi-camera systems for static and dynamic scenes to create 3D models of the scene (see cs.unc.edu/~jmf/rome_on_a_cloudless_day); real-time multi-view stereo to create a dense scene geometry from camera images; and use of camera-sensor systems for 3D scene reconstruction with fusion of multiple orthogonal sensors. Dr. Frahm has published more than 70 peer reviewed papers and is an editor for the journal of Image and Vision Computing.



[COMP 89] “I never thought I would have the opportunity to study video games as a class, but when you enjoy what you study, it makes the experience all the more interesting. I’ve always played

video games, but understanding the business behind the scenes improves my appreciation for my favorite games. It makes me very happy that video games are being recognized as a medium worth studying!”

—Kenny H.

COMP 89.093: THE BUSINESS OF GAMES

Carolina Entrepreneurial Initiative

EE

Diane Pozefsky

TuTh, 9:30–10:45am

Video gaming is a \$10B industry. The business models range from free advertising-funded mobile games such as *Angry Birds* to the console-based behemoths like *Mario* and *Call of Duty*. Games are used for entertainment as well as training, teaching, health and social commentary. Sometimes the game is the product and sometimes it is used to sell a product. In this seminar we will look at what makes a good game and how people are making a business of gaming. During the seminar, students will learn the elements of game design, explore tools available to prototype games, and learn the basic parts of a business plan. They will be exposed to a broad range of games and to people working in the game industry.

Diane Pozefsky received her Ph.D. in Computer Science from UNC-CH and spent twenty-five years at IBM, where she was named an IBM Fellow. She has worked in technologies from networking and mobile computing to software engineering; she especially enjoyed working at the 1998 Nagano Winter Olympics. She is heavily involved in encouraging students to consider careers in science and engineering. Her family includes her husband, a daughter who is an environmental

specialist for the federal government, and one remaining geriatric cat. One of her passions is travel, and has visited every continent; her next exotic destination is Madagascar.

DRAMATIC ART

DRAM 81H: STAGING AMERICA: THE AMERICAN DRAMA (HONORS)

VP, CI, NA

Gregory Kable

TuTh, 2:00–3:15pm

This seminar examines our national drama from its colonial origins to the present. Participants read plays and criticism, screen videos, engage in critical writing, and consider performance as related means of exploring the visions and revisions constituting American dramatic history. We will approach American drama as both a literary and commercial art form, and look to its history to provide a context for current American theater practice. Readings are chosen for their intrinsic merit and historical importance, but also for their treatment of key issues and events in American life. Our focus throughout will be on the forces that shaped the American drama as well as, in turn, that drama's ability to shed new light on the national experience.

Gregory Kable is a Senior Lecturer in the Department of Dramatic Art, where he teaches dramatic literature, theatre history, and performance courses and serves as an Associate Dramaturg for PlayMakers Repertory Company. He also teaches a seminar on American Musicals for the Honors program. He has directed dozens of productions at UNC-CH and throughout the local community, and is a graduate of the Yale School of Drama.

DRAM 83: SPECTACLE IN THE THEATRE

VP

David Navalinsky

MWF, 10:00–10:50am

This seminar will explore the artists, art and technology involved in creating the world of the play. It is intended as an overview for students who want to learn about design but who may prefer to act or direct, or (even) attend or study plays. Several plays will be carefully considered within the context of stage spectacle. Careful historical research, close reading and analysis, text and source material, and collaboration will all be considered. In addition the course will look at theatrical technology and how spectacle has evolved from the Greeks to Cirque du Soleil.

David Navalinsky is the Director of Undergraduate Production in the Department of Dramatic Art and serves on the First Year Seminars Steering Committee. He spends his summers as the Technical Director for the Illinois Shakespeare Festival in Bloomington-Normal, IL. David has taught at the University of Texas at Arlington and the University of Mississippi. David has worked professionally at South Coast Repertory in Orange County California, The Utah Shakespeare Festival and the Karamu Performing Arts Theatre in Cleveland, OH. Some of David's favorite projects were at the Dallas Children's Theater where he made a dinosaur collapse and pirates walk the plank.

DRAM 84: THE INHERENT QUALITIES OF THEATRICAL SPACE

VP, CI

Jan Chambers, Robert Long
TuTh, 2:00–3:15pm

What makes a particular space inherently theatrical? This seminar examines the tangible and intangible elements that contribute to the theatricality of space. How do spaces that are not traditional theatres possess or create a sense of theatricality? How does a space inform or affect what goes on inside it? What is the synthesis that happens when certain elements and ideas are brought into a space? Students will visit many of the traditional and non-traditional spaces used for performances and presentations on the UNC-CH campus; will read primary source material discussing aspects of theatrical space; will meet with theatre directors and designers from Playmakers Repertory Company to discuss aspects of performance space. The students will divide into working groups to research a selected scene and choose a non-theatrical space in which they will perform the scene. The exercise will be to gauge the level of “theatricality” of a space and the effect of the space on the performance.

Jan Chambers is an Assistant Professor in the Department of Dramatic Art and Resident Designer for PlayMakers Repertory Company in both set and costume design. Her teaching includes set, costume and makeup design courses, and she is particularly interested in the incorporation of sensory immersion, intuitive thinking and collaboration in the design classroom. Recent regional design work includes costumes for Hamlet at the Folger Shakespeare Theatre and costumes for Henry V at the Oregon Shakespeare Theatre. She is also the resident designer for Archipelago Theatre, which focuses on original and devised work.

Robert Long is the co-founder of Theatre Consultants Collaborative and designs performance spaces throughout the U.S. Representative projects for which TCC is providing theatre consulting services include the Geffen Playhouse in Los Angeles; renovation of the historic Asolo Theatre in Sarasota and the Marion D. Campbell Performing Arts Center at The Groton School in Massachusetts. Mr. Long has taught theatre production courses at Yale University, Columbia University and TheatreSchool, Amsterdam. He is a graduate of the Yale School of Drama and is a second generation Carolina Playmaker, appearing in the role of Virginia Dare in the Lost Colony Outdoor Drama when he was five months old.



“[In DRAM 83]...students are all given the opportunity to do the setting, lighting, and costumes for different plays. The entire class is also given different time frames and places to set their play. The

class is original and gives you a sense that you’re working on an actual set!”

—Brianna C.

DRAM 85H: DOCUMENTARY THEATRE (HONORS)

VP, NA, EE

Ashley Lucas
TuTh, 3:30–4:45pm

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

Ashley Lucas is an Assistant Professor in the Department of Dramatic Art. Her research and teaching interests include U.S. Latina/o theatre, prison-related theatre, theatre for social change, and related topics in acting, playwriting, and comparative ethnic studies.

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

VP, CI, NA

McKay Coble
TuTh, 9:30–10:45am

Art and design have always shown the inner life of humankind better than political, intellectual or social history. We must recognize the “times” as a major motivator for all stylistic choices. In this seminar, we will study the elements of design as they exist in their pure form and practice the principles to which design is bound. We will survey a history of period styles, period theatre and identify their causes. We will explore one period’s style as a foundation for the next and dispel the *Star Trek* premise that future styles will only reflect the future. During the first part of the term students will have alternating lecture and practicum for the Elements and Principles of Design. The Period Styles portion of the course will alternate lectures that incorporate many visuals with presentation days. The text for the class, *A History of the World In 100 Objects* by Neil MacGregor, will be a daily discussion. As MacGregor does, students will choose and defend/present a choice of four objects that define an aspect of history or modern life. *Example:* What five objects best represent the history of the UNC-CH? Our state? The eighteenth century in France? We will end up with our own “book” of objects that define aspects of our own histories.

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

DRAM 89: ECOLOGY AND PERFORMANCE

VP, EE

Karen O'Brien

TuTh, 2:00–3:15pm

This seminar will guide students through the process of researching, developing, and producing new performance works inspired by socio-ecological issues. This task will involve: an understanding and practicing of a range of performance techniques; an understanding of the development of “green theatre” and core principles surrounding notions of sustainability; research and engagement with current ecological debates; and the ability to integrate these elements in the form of a new ecologically-driven dramatic work for performance. The seminar will culminate in the presentation of new works aimed at promoting ecological sustainability. The seminar is student-directed and focused on experiential learning. Students will be assigned weekly readings and will conduct student-driven research. Students will be expected to keep a journal throughout the semester, to present individual research, to collaborate with a group to integrate research into performance, and to attend one group field outing to a non-profit organization that promotes sustainability and one performance event outside of the scheduled course time. No prerequisites are required.

Karen O'Brien is currently David G. Frey Fellow Assistant Professor in UNC-CH's Department of Dramatic Art. Her publications include articles and reviews on Irish literature, theatre, and ecocriticism in a wide range of professional journals and collections. She received her M.F.A. in Directing from the University of Cincinnati, College-Conservatory of Music and her Ph.D. in Drama and Theatre from University of California, Irvine.

ECONOMICS**ECON 56: ENTREPRENEURSHIP: ASIA AND THE WEST****Carolina Entrepreneurial Initiative**

SS, GL

Steven Rosefielde

TuTh, 9:30–10:45am

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

Steven Rosefielde is a professor of economics with a specialization in comparative economic systems. He is an expert on the E.U., Russian, Japanese, Chinese, and other Asian systems. He was resident director of UNC-CH's Study Abroad program in Xiamen, China and teaches irregularly in the E.U., Russia, Japan, China and Thailand. He has been resident scholar at the Bank of Finland, and advisor to the Swedish, Russian and Japanese governments. He has published

more than two hundred articles and books, the later translated into Russian, Belorussian, Ukrainian, Chinese and Japanese. Most recently, he taught at Chulalongkorn University, Thailand, and is completing the first textbook devoted to contemporary Asian Economic Systems.

ENGLISH**ENGL 63: BANNED BOOKS**

LA, US

Laura Halperin

TuTh, 11:00am–12:15pm

In this seminar, students will read books that have been banned in the United States, will examine the rhetoric surrounding such censorship, and will focus on the relationship between the banning of the books and the constructions of race within the texts. Students will critically analyze the rationale used to justify book banning in the name of protecting this country's youth and preserving this nation's morals and norms. Students will pay close attention to the themes and language in the banned books, and they will look to the contexts behind the censorship of these texts. In particular, students will explore connections among restrictions on free speech, racism, xenophobia, spiritual intolerance, and (hetero)sexism. The texts we will be reading deal with issues of race, ethnicity, gender, sexuality, imperialism, dictatorship, and/or colonization. They are united in their portrayals of what might be labeled dystopias. They have arguably been banned because they underscore racial, ethnic, sexual, and/or spiritual difference. Students will be evaluated based on a combination of written and oral work. The seminar will be organized as a discussion course in which active participation will be key. The class will have large group and small group discussions, debates, formal essays, and a research paper or creative project.

Laura Halperin is an Assistant Professor of Latina/o Literature in the Department of English and Comparative Literature, and she also is affiliated with the Department of American Studies. 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, fifth, and sixth grade Spanish and sixth grade English. After graduate school, she held a Carolina Postdoctoral Fellowship for Faculty Diversity. She is currently writing a book about representations of harm 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 75: INTERPRETING THE SOUTH FROM MANUSCRIPTS

HS, CI, EE

Connie Eble, Laura Clark Brown

TuTh, 12:30–1:45pm

The Southern Historical Collection of UNC-CH 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 will 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 who is a professional librarian whose expertise is in documentary resources. Our goal is to give students the requisite research and communication skills to allow them to appreciate and to contribute to an understanding of the past by directly experiencing, interpreting, writing, and speaking about records from the past. In Fall 2012 the seminar will focus on poverty in the American South beginning in the late nineteenth century and will include readings about Appalachia, industrial labor and farm tenancy, and public health. The seminar is built around student-led discussions, a portfolio of short written responses to texts, and five lab exercises in which students analyze, discuss, and write about a range of primary resources. During some class meetings, students will learn about various aspects of manuscript collections from guest lecturers such as conservators and archivists. Most readings will be available online, but each lab exercise will require 3–5 hours in the search room. During the semester, students will lead class discussion twice and at the end will give ten-minute formal presentations based on their final written research projects. Much attention is given to the fine points of oral presentation and excellent writing, such as correct grammar and usage, and appropriate sentence structure and word choice. Attendance and class participation are critical components of this seminar, and students are expected to attend every class.

Connie Eble, Professor of English, has been a faculty member at the University for 41 years. She is a linguist by training, and her teaching and research focus on the structure and history of the English language. Dr. Eble is a long-time teacher of expository writing and served for 10 years as Editor of the Journal of American Speech.

Laura Clark Brown is a senior research and instruction librarian with the University Library's Southern Historical Collection.

ENGL 85H: ECONOMIC SAINTS AND VILLAINS

(HONORS)

Carolina Entrepreneurial Initiative

LA, CI, WB

Ritchie Kendall
TuTh, 9:30–10:45am

The rise of new economic activities—whether the birth of international banking, trading in future commodities, or the marketing of junk bonds—bring with them both excitement and fear. Literature about how people, both ordinary and extraordinary, go about the business of getting and spending is one way that a culture comes to terms with emergent and potentially revolutionary economic formations. This seminar will explore how early modern England from the sixteenth to the nineteenth centuries imagined new economic orders through plays and novels. After a brief prologue centered on Chaucer's representation of feudal men and women of business, we will examine how Renaissance plays by Marlowe, Shakespeare, Dekker, and Heywood present economic scoundrels such as Barabas and Shylock as well as heroic entrepreneurs such as Simon Eyre and Thomas Gresham. In the 18th century we will sample the work of Daniel Defoe who crafted a guide for early tradesmen but also produced subversive novels with dubious heroines who use sex and business acumen to acquire and lose great fortunes. From the nineteenth century, we will read two

works, a little known melodrama, *The Game of Speculation*, as well as the iconic *A Christmas Carol* by Charles Dickens. Both stories speculate on the compatibility of economic and spiritual success. We will conclude with a modern epilogue: three satiric films from the era of Reaganomics including Oliver Stone's *Wall Street*, Mike Nichols' *Working Girl*, and Jon Landis' *Trading Places*. Our objective throughout will be to analyze how literary art, itself a form of economic activity, simultaneously demonizes and celebrates the “miracle of the marketplace” and those financial pioneers that perform its magic.

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



[ENGL 85H] “Watching movies as a class and then connecting them to the course content was engaging both academically and at a social level. I got a chance to meet students with varying interests, learn from their diverse perspectives, make some of my best friends, and do so within a challenging academic environment.”

—Ioan B.

ENGL 88: THE LEGACY OF THE JAPANESE AMERICAN INTERNMENT: FROM WWII TO 9/11

LA, US

Heidi Kim
MWF, 11:00–11:50am

The Japanese American incarceration or internment during World War II was a pivotal event in the history of the United States. This seminar will explore the legacy of the incarceration as a major piece of civil rights history through law and literature. We will study its legal history, from the Supreme Court landmark cases, now known by every lawyer, and the 1980s appeals and movement for redress and reparation. We will also uncover the human side of the story through memoirs, letters, artwork, and fictional retellings. We will conclude by considering how a nation can memorialize a violation of civil rights, looking at museums and other memorials, and looking at the continuing legal dialogue about racial profiling and the holding of accused individuals without trials. Students will have the opportunity to conduct independent research on topics of interest; there will also be opportunities for creative writing.

Heidi Kim received her Ph.D. from Northwestern University and joined the faculty at Carolina in 2010. Her research ranges through 19th and 20th-century American literature and Asian American studies. Her teaching focuses on 20th and 21st

century American and comparative ethnic literature. She is always looking for ways to bring her students' work into conversation with the campus and public.

ENGL 89: THE FUTURE

John L. Townsend III FYS in English

LA, NA

Matthew Taylor

MWF, 2:00–2:50pm

What will our world look like in ten years? Fifty? One hundred? Will the future be a utopian paradise or a dystopian wasteland? Through a wide-ranging survey of popular science writing, novels, films, and manifestos, this seminar will examine fictional and nonfictional attempts to imagine the future, from the 19th century to the present. We will explore everything from futurology (the science and industry of predicting possible futures) and transhumanism (the movement to radically enhance human beings through emerging technologies) to warnings of imminent environmental collapse and depictions of post-apocalyptic landscapes. Our focus will be less on assessing the accuracy of these predictions and more on determining what they tell us about the hopes and fears of the present. To that end, students will work individually and collaboratively in multiple formats, including group presentations, focused writing exercises, and in-class debates (the lecture portion of the course will be kept to a minimum). Occasional film screenings outside of class may be required.

Matthew A. Taylor received his Ph.D. in American Literature from Johns Hopkins University and is an Assistant Professor in the Department of English & Comparative Literature. His essays have appeared in or are forthcoming from various prestigious journals, and he is in the process of completing a book manuscript on 19th- and early 20th-century literary cosmologies. His research interests include science and literature studies, posthumanism, and interdisciplinary critical theory. When not writing about other worlds, he enjoys living in this one, especially when hiking with his dog.

ENGL 89H: READING AND WRITING

WOMEN'S LIVES (HONORS)

John L. Townsend III FYS in English

LA

Jane Danielewicz

TuTh, 11:00am–12:15pm

How do our lives become stories? This simple question provokes writers to produce autobiographies or memoirs or biographies. This honors seminar narrows the scope, focusing on contemporary stories that involve personal and lived experience by and about women. Not only will we be reading autobiographical stories and theories that describe women's experience, but we will also try producing creative nonfiction ourselves. What stories will students—as women or as men—tell about their lives? Students will be challenged to investigate questions of self and identity by composing (using traditional written or new media formats) four genres of life writing during the course: autobiography, autoethnography, biography, and personal essay. Students will learn the research methods involved in life writing. The seminar will be conducted

as a workshop to promote interactive, experiential learning, and students will be organized into working groups to facilitate community building. Published authors will visit the class. Students will publish their own work through public readings and online venues.

Jane Danielewicz is curious about almost everything; she can't help but live the life of the mind. She is a passionate reader, writer, and teacher. At UC Berkeley, Jane's graduate work focused on linguistics and literacy, writing and rhetoric. Her work at UNC-CH continues in this vein. She investigates the nature of written language and also the teaching of writing. Her special interest is in life-writing, particularly the study of contemporary autobiography. She is proud to be the Richard Grant Hiskey Distinguished Professor in Research and Undergraduate Teaching and has a particular affinity for working with first-year students. She enjoys creating assignments that tempt students to push their envelope. An associate professor in the department of English and Comparative Literature, she also directs the undergraduate Writing Program. Jane is currently writing a book, *Autobiographical Actions: Genre and Agency*, about how autobiographical texts are not simply interesting narratives but act to solve social problems or produce new ways of understanding the world.



“Taking ENGL 89H was one of the best decisions I made my first semester. It gave me the chance to explore who I am and where I fit in (on campus, in my community, in life...). Professor Danielewicz was more caring than you can imagine, and I can't underemphasize how helpful her guidance was while navigating a new university.”

—Ellen C.

EXERCISE AND SPORT SCIENCE

EXSS 50: DISCRIMINATION AND SPORT

SS, US

Barbara Osborne

TuTh, 9:30–10:45am

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

Barbara Osborne, J.D., is an associate professor with 14 years of teaching experience at UNC-CH. She teaches sports law at the undergraduate and graduate levels and at the UNC Law School. Prior to her appointment at UNC-CH, 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.

FOLKLORE

FOLK 89: THE POETIC ROOTS OF HIP-HOP: HIDDEN HISTORIES OF AFRICAN AMERICAN RHYME

VP, US

Glenn Hinson
TuTh, 12:30–1:45pm

“There ain’t nothing new about rapping.” That’s what elders from a host of African American communities declared when hip-hop first exploded onto the scene. This “new” form, they claimed, was just a skilled re-working of poetic forms that had been around for generations. Each elder seemed to point to a different form—some to the wordplay of rhyming radio deejays, others to the bawdy flow of street-corner poets, still others to the rhymed storytelling of sanctified singers. And each was right; elegant rhyming has indeed marked African American talk for generations. Yet because most such rhyming was spoken, its history remains hidden. In this seminar, we’ll explore this lost history, talking to poets and hip-hop emcees while probing the archives to uncover the hidden heritage of African American eloquence. Our goal is nothing short of re-writing hip-hop’s history, by demonstrating rhyme’s longstanding role as a key marker of African American identity.

Glenn Hinson’s engagement with African American expressive culture emerges from decades of work with artists that range from blues musicians and gospel singers to tapdancers, vaudeville comics, and hip-hop emcees. In the course of this work, he’s consistently encountered grassroots poets—artists who tell stories in rhyme, recounting personal and community histories with elegance and style. The elders among these poets say that this practice far pre-dates hip-hop, easily stretching back at least to the 19th century. This seminar invites you to more fully explore this hidden history, and to learn from African American vernacular poets the pathways of performed significance.



GEOG 56 field visit. Photo by Dan Sears, UNC–Chapel Hill.

GEOGRAPHY

GEOG 56: LOCAL PLACES IN A GLOBALIZING WORLD

SS, GL

Altha Cravey
M, 3:00–5:30pm

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

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

GEOG 89: VIETNAM

HS

Christian Lentz
MWF, 2:00–2:50pm

What do we think of when we think of Vietnam? For many, Vietnam was and remains a war that haunts veterans, families, and politicians. But to think only of the “Vietnam War” overlooks a country and its story. In fact, many Vietnamese wonder why Americans are so preoccupied with the “American War”!

We will explore modern Vietnam in order to situate a war, the American one, in a broader spatial and historical context. Landscapes range from forests, over mountains, through fields, and downstream to river deltas. Vietnamese lives move village to city, meander through cafes and rice paddies, cross oceans and land again. Our journey begins with royal unification and collapse, winds through colonialism and nationalist struggles, pauses in the Cold War, and ends with ongoing reforms. This seminar aims to introduce a fascinating place rich in history and to animate a geographic imagination students can take anywhere. Through forays to the university library and media center, we learn how to locate and appreciate fact and fiction, primary and secondary sources, text and picture, film and map. Through reading and writing exercises as well as class viewings

and discussions, students encounter new points of view, engage scholarly debates, and develop informed perspectives.

When Christian C. Lentz was growing up in a small Rhode Island town, he wanted to experience places just over the horizon, if not the other side of the earth. So in college he learned Indonesian and studied abroad there before turning towards Vietnamese and Vietnam. He continues to work in Southeast Asia and is interested in how everyday folk—farmers, soldiers, and traders—negotiate a social world enlivened by their thoughts and actions. His research looks at Vietnam during war and revolution, when ordinary people changed their world and, in many ways, turned it upside down.

GEOLOGY

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

PL, EE

Drew Coleman
TuTh, 2:00–3:15pm

This seminar will be designed around a one-week field trip to eastern California, where students will study geologic features including active volcanoes, earthquake-producing faults, evidence for recent glaciations 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 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 (estimated about \$500). This course will require missing three days of classes.

Drew Coleman's research focuses on understanding how the Earth works by determining the rates of processes (mountain building, extinction, volcanism, etc.) that occurred in the past. To accomplish this he and his students date rocks. His teaching is inquiry based and he is most happy when he is teaching "hands on" in the field or lab.

GEOL 79: COASTS IN CRISIS

PL

Laura Moore
TuTh, 2:00–3:15pm

Rising sea level and severe storms continue to cause coastal erosion yet coastal areas are more populated than ever. In light of this, what is the future of the American beach and beaches worldwide? In this seminar we will investigate the evolution and function of coastal environments over geologic time. We will also consider the recent effects of development and engineering solutions on coastal environments. We will then

examine the factors that have led to existing coastal management strategies and the tensions between coastal development and the desire to preserve natural coastal environments. A mixture of readings, lecture, hands-on activities, lively class discussions, and role play exercises will provide a variety of means for interacting with course material.

Laura Moore's research focuses on large-scale geological and modern evolution of coastal environments with an emphasis on understanding the impacts of climate change on modern coastal systems. In her study of coastal systems she uses a combination of field techniques and computer modeling approaches. She appreciates that her research allows her to spend time at the coast, which is one of her favorite places to be.



Students on a class trip for GEOL 72H. Photo by Zoe Wolszon, class of 2014.

HISTORY

HIST 51: IDEOLOGY AND REVOLUTION IN LATIN AMERICAN HISTORY

HS, BN

Miguel La Serna
TuTh, 2:00–3:15pm

This seminar explores the problem of revolutionary upheaval in Latin American history. Students will develop their interpretive skills through a close reading of English-language primary sources from the wars of the independence to the guerrilla insurgencies of the late-20th century. The seminar begins with an exploration of the various causes, manifestations, and outcomes of revolutionary violence during the independence era (1810–1825). Students will then analyze the twentieth-century revolutions in Mexico (1910–1917), Cuba (1953–1959), and Nicaragua (1979). The course concludes with an exploration of the late-20th century guerrilla insurgencies of the Shining Path (Peru), FARC (Columbia), and Zapatistas (Mexico).

Miguel La Serna is interested in the relationship between race, culture, and political violence in 20th century Latin America. La Serna is currently working on a study that explores the ways in which MRTA guerrillas and the Peruvian state used historical memory and nationalist symbolism to promote, achieve, and thwart revolutionary change in late 20th-century Peru.

HIST 62: NATIONS, BORDERS, IDENTITIES

John L. Townsend III FYS in History

HS, BN

Sarah Shields

TuTh, 11:00am–12:15pm

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, Bowman and Gordon Gray Distinguished Term Professor in the Department of History, is fascinated by the way people define themselves. She is currently 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-CH students to Turkey to study the meaning of “Turkishness.” She has lived and studied in Turkey, Syria, Israel and Morocco.

HIST 72H: WOMEN’S VOICES: TWENTIETH CENTURY EUROPEAN HISTORY IN FEMALE MEMORY (HONORS)

HS, CI, NA

Karen Hagemann

M, 4:00–6:30pm

The seminar examines 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 women who tried to make a difference in society, politics or culture, like Alice Salomon (1872–1948), a liberal Jewish-German social reformer who advocated women’s rights and social justice; Vera Brittain (1893–1970), a British student who volunteered in World War I as a nurse and later became a peace activist and writer; Toni Sender (1888–1964), one of the first female parliamentarians in Weimar Germany, as member of the Social Democratic Party; and Genevieve De Gaulle-Anthonioz (1920–2002), a member of the French resistance against Nazi occupation and a survivor of the women’s concentration camp Ravensbrück; or Ruth Klüger (1931–), an Austrian-Jewish Student who survived Auschwitz and later became a professor for German literature in the United States. Overarching themes of our exploration of the experiences and memories of these and other women

will include their upbringing in the family, their education and workforce experiences, their struggles for equal economic, social and political rights, and their experiences of the two World Wars, and the Holocaust. Through close reading, intensive discussion of different autobiographical accounts and historical background literature the course will offer a unique approach to twentieth century European history and introduces students to historical research and writing. Students will have the opportunity to write a research paper focusing on the life, work, and writing of one woman of their own choice, who they believe is still important for us today.

Karen Hagemann, James G. Kenan Distinguished Professor of History, teaches courses in Modern German and European history, women’s and gender history, and the history of military and war (18th to 20th centuries). She grew up in Germany and worked in Britain before she came to Chapel Hill in 2005 with her family. 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 the comparison of welfare and education systems. She extensively used Oral History and loves to read autobiographies, because she is fascinated by the various ways men and women experienced and remembered history.

HIST 89.001: FAITH AND VIOLENCE IN THE MIDDLE AGES

HS, WB

Brett Whalen

TuTh, 9:30–10:45am

Medieval Christians knew that Christ’s message in the Gospel was framed in terms of peace and peace-making. In certain circumstances, however, Christians in the Middle Ages confronted violence directed against them as a result of their faith (sometimes facing martyrdom). In other situations, Christians advocated violence as a means to defend or expand their church (such as during the crusades). This seminar will explore intersections of faith and violence in the Christian tradition from around 1000–1300 CE. In addition, we will explore some of the ways that persistent questions about violence and religious identity impact modern culture and politics. Over the course of the semester, students will tackle a series of manageable research projects to develop their basic research skills. We will also make trips to the Davis library, Wilson special collections, and the Ackland Art Museum to encounter actual medieval manuscripts and works of art.

Professor Whalen works on religious and cultural history in the High Middle Ages (c. 1000–1300), including the crusades, pilgrimage, and apocalyptic thought. His interests in things medieval started as a child, when he read “medieval-style” fantasy literature such as Tolkien’s Lord of the Rings. Trips to Europe during his own undergraduate years cemented his fascination with the Middle Ages. While he teaches about the medieval period, he is always on the lookout for ways that current events connect with his areas of interest in the Middle Ages—including ideas about the end of the world, and the relationship between religious faith and violence.

INFORMATION AND LIBRARY SCIENCE

INLS 89: SOCIAL MOVEMENTS AND NEW MEDIA SS

Zeynep Tufekci
TuTh, 9:30–10:45am

Movements ranging from uprisings in Tunisia, Egypt and beyond to “Occupy” protestors in the United States have been using new media technologies to coordinate, to organize, to intervene in the public sphere as well as to document, share, and shape their own stories. Using a range of tools from Facebook to Twitter, from satellite modems to landlines to ad-hoc mesh networks, these movements have made their mark in history. The objective of this seminar is to enhance our conceptual and empirical understanding of the interaction between the new media ecology and social change. We will explore various approaches to studying social movements and social change and look at specific cases. Governments and powerful institutions are also responding to the challenge posed by the emergence of the Internet as a mundane and global technology. From increased surveillance and filtering capacity, to delivering propaganda over the Internet to their own, governments around the world are broadening their repertoire of social, technical and legal tools for control and suppression of—and through—the Internet. We will explore the integration of new media tools within these movements as well governmental and institutional responses to these developments. Materials for this class will include readings, videos (not to be viewed in class but as material to be viewed), and a variety of visiting speakers (both in person and via Skype).

Dr. Tufekci is an assistant professor in the School of Information and Library Science and an adjunct professor in the Department of Sociology. Her research interests are social impacts of technology, privacy and surveillance, inequality, research methods and complex systems. Her work has been featured in the New York Times, Science, Washington Post and other media.

JOURNALISM AND MASS COMMUNICATION

JOMC 89.001: ENTREPRENEURISM IN AMERICAN JOURNALISM

Carolina Entrepreneurial Initiative

HS, NA

Ferrel Guillory
MW, 12:30–1:45pm

This seminar considers the development of news through radio, through television, through newspapers and magazines, and now through digital means of delivery. Throughout the seminar, students will examine enterprising journalists and journalistic institutions—and their roles in assembling both a mass audience and niche audiences—and how in doing so they exert influence on the political and cultural dynamics of the United States. This seminar seeks to give students experience in writing

interpretative journalism. It places a special focus on analyzing the formation of journalistic enterprises, and students will have an opportunity to produce their own entrepreneurial ideas for journalistic enterprises that fit current technology and that serve to inform the public agenda. At the conclusion of the seminar, students will have a deeper appreciation for ethics, media-citizen relationships, and the complexities of people wielding power through a free press in a free, democratic society.

Ferrel Guillory is a professor of the practice in the UNC School of Journalism and Mass Communication and an adjunct faculty member in the Department of Public Policy. He founded the Program on Public Life in 1997 and is a senior fellow at MDC, Inc., a non-profit research firm in Chapel Hill. Guillory serves on the Council on the Southern Community of the Southern Growth Policies Board and on the board of trustees of the North Carolina Center for the Advancement of Teaching.

JOMC 89.002: THINKING THE “UNsinkable”: THE TITANIC AND MASS MEDIA HISTORY

HS, NA

Frank Fee
MW, 3:00–4:15pm

This seminar will engage students in a historical examination of mass communication and the sinking of the ship *Titanic* a century ago. Using primary sources (newspapers, letters, and other archival material) and secondary sources (assigned readings), students will collaborate on original research to produce reports for a Web-based multi-“chapter” exposition of news, advertising and public relations related to the *Titanic*. Among topics to be explored will be how the disaster was covered; the influence of emerging technology on reporting and on society; cultural influences on news work of the day in the U.S. and Great Britain; comparisons of British and U.S. newspapers; concepts of crisis communication; and politics and news.

*Dr. Fee retired in June 2011 after teaching nearly 12 years in the School of Journalism and Mass Communication at UNC-CH and three years at Ohio University. Before that, he was a journalist in daily newspapers for nearly 35 years. He has been active in the leading professional organizations in his field. His research interests include journalism history, with a focus on antebellum U.S. newspapers; Frederick Douglass and his *North Star*; and trends in American journalism. His research has been presented at leading academic conferences in the U.S., Great Britain, and Sweden, and has been published in those countries as well.*

MARINE SCIENCES

MASC 55: CHANGE IN THE COASTAL OCEAN

PL

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

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

with knowledge and skills from other fields as needed to understand new environmental challenges. This cross-cutting scientific approach prepares class members to recognize important connections between disciplines and to discover research areas that they might wish to further explore during their undergraduate careers at Carolina. In preparation for discussions, laboratory demonstrations, and occasional visits to field sites, students will read recently published, non-technical research papers. During discussions we will examine current research investigations that demonstrate how specific biological, geological, physical, and geochemical processes interact to influence coastal, open-ocean, and tropical environments. Students will participate in “video- and photo-trips,” demonstrations using state-of-the-art instrumentation in my laboratory, and “hands on” mini-experiments designed to emphasize the importance of the question rather than the technology involved. Please note that this seminar has no prerequisites.

Christopher S. Martens earned his Ph.D. in Chemical Oceanography from Florida State University in 1972, then moved to Yale to complete two years of postdoctoral study before joining the faculty at UNC-CH in 1974. His current research focuses on the global sources of greenhouse gases, changing coral reef ecosystems, and the carbon cycle in deep sea environments including the northern Gulf of Mexico area impacted by the Deepwater Horizon disaster. He publishes widely and has twice been co-recipient of the Geochemical Society’s Best Paper award in Organic Geochemistry. He has received a “Favorite Faculty” award for recognized excellence in undergraduate teaching.



“...[MATH 58] was a very hands-on learning experience where we explored different aspects of math by doing things like making three dimensional representations of a four dimensional cube and examining

the fractal patterns of paint. What other kind of class lets you do that?”

—Katie B.

MATHEMATICS

MATH 51: FISH GOTTA SWIM, BIRDS GOTTA FLY: THE MATHEMATICS AND MECHANICS OF MOVING

QI

Roberto Camassa
MWF, 12:00–12:50pm

One focus of this seminar is to address the science of motion of vehicles and living organisms, in fluids such as air and water, using simple physical explanations supported with the relevant mathematical descriptions. Experimental demonstrations will

be used to illustrate the concepts encountered in class, as well as to provide an insight into the art of fluid flow visualization. There are no prerequisites, and material from physics and mathematics will be introduced as needed. Understanding of the material will be reinforced with biweekly homework assignments and a final animation project. While this course is focused on the physics and mathematics, rather than computer programming, an introduction to elementary concepts of scientific computing will be part of the course.

Roberto Camassa is the Kenan Distinguished Professor in the Department of Mathematics. His Ph.D. is from Cal Tech, and his research interests include nonlinear evolution equations, mathematical modeling, fluid mechanics, and optics.

MATH 58: MATH, ART, AND THE HUMAN EXPERIENCE

QI

Mark McCombs
MWF, 11:00–11:50am

This seminar is designed to engage students in an exploration of the relevance of mathematical ideas to fields typically perceived as “non-mathematical” (e.g., art, music, film, literature). Equally important will be an exploration of how these “non-mathematical” fields influence mathematical thought. Course activities and assignments have been designed to illuminate the fact that even the most complex mathematical concepts grow out of real people’s attempts to understand their world. By the end of the seminar, students should be able to identify and assess how mathematical ideas influence and are influenced by ideas expressed through art, music, literature, religion, etc.; compare and contrast different philosophies concerning the nature of mathematics; articulate their own well-reasoned ideas concerning the nature of mathematics; discuss the evolution of fundamental mathematical concepts in a historical as well as a cultural context; discuss the work and lives of important mathematicians in relation to the “non-mathematical” work of their contemporaries; and 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), quizzes, and a portfolio of mathematical art (e.g., painting, origami, poetry, music). No prerequisite is required.

Mark McCombs received both his Bachelor’s and Master’s Degrees in Mathematics from UNC-CH. He is entering his 22nd year as a UNC-CH faculty member and is a recent recipient of both a Tanner Award for Excellence in Undergraduate Teaching and a Students’ Undergraduate Teaching Award. He has also served as the mathematics department’s Director of Teacher Training, as well as an academic adviser in the College of Arts and Sciences. He authored the textbook (and companion website) used in Math 110 (college algebra) and supervises TAs who teach pre-calculus and calculus courses. He is especially committed to helping students discover more confidence in their own mathematical abilities. He enjoys writing, photography, film-making and Carolina basketball.

MATH 60: SIMULATED LIFE

QI

Laura Miller

TuTh, 12:30–1:45pm

Mathematical models are increasingly used to guide public health policy decisions and explore questions in infectious disease control. This seminar will introduce students to the thought process that goes into developing computational models of the spread and control of infectious diseases. The class will also expose students to techniques for simulating and analyzing these models, and build their intuition into the dynamic behavior produced by the models. Throughout this process, students will learn the key features of infections and the reasons for the occurrence of epidemics. Students will also learn how data from the early stages of an epidemic can be analyzed to infer the future number of cases and the level of control required to mitigate an infection. No prerequisite course is required.

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

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

LA, CI, WB

John Nádas

TuTh, 11:00am–12:15pm

Why does opera continue to attract growing audiences? Because opera entertains them in a special way. Of course, there are skeptics who may sneer about fat sopranos, preening tenors, and silly plots. The truth is greater than that, however, for when the audience is receptive to its magic, opera can touch the soul as few arts can. Most important, unlike musical concerts and spoken plays, opera combines the arts in a unique way. First and foremost, language and music can work together to do what neither could do alone. No better examples of this art form can be found than the stunning operas created during the 19th 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 boldness and originality of operatic subjects. We will trace Verdi's artistry from early works such as *Nabucco*, *Ernani* and *Macbeth*, through the brilliance of *Traviata*, *Rigoletto* and *Trovatore*, and finally to one of the sublime masterpieces from the end of the century, *Otello*. The seminar will include weekly reading and listening assignments, class participation in discussions, two brief papers as follow-ups to class viewings of operas, mid-term and final exams, and a final project.

John Nádas (Gerhard L. Weinberg Distinguished Professor in the College of Arts and Sciences) was born in Caracas, Venezuela. He received a B.F.A. in music from Tulane University; an M.A. from Villa Schifanoia (Florence, Italy); and a Ph.D. in musicology from New York University. He taught at the University of California at Santa Barbara before joining the faculty of Carolina. Professor Nádas served as Editor-in-Chief of the Journal of Musicology. His interests include the music of 14th- and 15th-century France and Italy, Monteverdi, and 19th-century Italian opera.

MUSC 63H: MUSIC ON STAGE AND SCREEN (HONORS)

VP, CI

Jon Finson

TuTh, 11:00am–12:15pm

From the inception of film, unseen music has bridged the “mystical gulf” between audience and screen. In this seminar, we will examine the musical soundtracks of a number of films made under the aegis of American studios, ranging from *The Wizard of Oz* and *Gone with the Wind* (both 1939) to *Harry Potter and the Sorcerer's Stone* (2001). Genres will include the film musical, mystery and suspense films, the Western, and the fantasy film. This seminar will develop students' analytical skills in verbal and non-verbal media, heightening awareness of the interaction between sound and image in the modern cinema. No ability to read music is required.

Jon Finson is a Professor of Musicology, an Adjunct Professor of American Studies, and author of four books on nineteenth-century music (editor of a fifth), as well as contributing numerous articles on classical and popular music to scholarly journals and volumes of essays in the United States, the U.K., France, and Germany. He is currently writing a series of essays on music in American films.



[MUSC 65] “One of my most memorable experiences at UNC will be high fiving Grammy Award Winner Angélique Kidjo while singing and dancing to her song Afirika.”

—Emilio V.

MUSC 65: MUSIC AND CULTURE: UNDERSTANDING THE WORLD THROUGH MUSIC

VP, NA

Emil Kang, James Moeser

TuTh, 11:00am–12:15pm

This seminar will focus on the incredibly wide variety of performances in the Carolina Performing Arts and Music from the Hill Series at Memorial Hall. Through attendance at concerts, research on works being performed and on the performing artists themselves, including opportunities to meet these artists, students will explore questions such as: How does music reflect culture? What makes a great work of musical art? What is the relationship between composition and performance? What are the obligations of the performer to the composer?

What goes into the preparation of a performance? What is the impact of the audience on the performer? How much improvisation takes place in a live performance? What makes a particular performance outstanding, or by contrast, unsuccessful? Students will be provided tickets and will be expected to attend a minimum of ten performances from the Carolina Performing Arts and Music from the Hill Series. This seminar will focus on the 100th anniversary of the first performance of Igor Stravinsky's *Rite of Spring* and its impact on music and culture of the 20th century. Musical ability and training is not a requirement for this course, although students with musical experiences are welcome.

Students will attend these performances:

Sept. 30: Silk Road Ensemble with Yo Yo Ma

Oct. 11: Elsewhere, Maya Beiser, cello

Oct. 14: Compagnie Marie Chouinard

Oct. 25: Studio for New Music Ensemble, Moscow

Oct. 29: Mariinsky Orchestra, Valery Gergiev, conductor

Nov. 2: Joshua Bell, violin

Nov. 12: Gilberto Gil

Nov. 16: Brooklyn Rider String Quartet

Emil Kang is Executive Director for the Arts and Professor of the Practice of Music. Kang arrived in 2005 as UNC-CH'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.

James Moeser is Chancellor Emeritus and Professor of Music. He served as UNC-CH'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 to serve as chancellor. One of his proudest achievements was the creation of the Carolina Performing Arts series and the position of Executive Director of the Arts.

MUSC 89.001: BERLIN IN THE 1920S

VP

Felix Wörner

MWF, 11:00–11:50am

During the “age of the golden twentieth”, Berlin, the capital of Germany at the time of the Weimar Republic (1919–1933), was famous for its rich cultural life. Music, literature and fine arts served various purposes and were seen as a way to reaffirm traditional values, as entertainment, and as critical commentary on contemporary society. Many art works considered the city as a microcosm of modern life, and described the role of the individual in modern society, a topic of great importance up to today. By looking at different art forms such as novel (A. Doblin,

Alexanderplatz), film (*Berlin, Symphony of a Big City* by W. Ruttmann), fine arts, and, above all, music of different genres and styles (e.g. instrumental music by A. Schoenberg, operas by A. Berg, P. Hindemith and K. Weill, jazz as American art), we will ask how the arts redefined the place of the individual in early 20th century culture and society.

Felix Wörner studied musicology, philosophy, and German Literature in Berlin, at King's College London, at Heidelberg University (M. A. 1996), and at the University of Basel (PhD 2002). Between 2002 and 2004 he was Junior Researcher in Berlin, and Visiting Lecturer at the University of Rostock (Germany) and the Charles University Prague (Czech Republic). He received research grants by the German Academic Exchange Service (DAAD) in 1997–1999. In 2004–05 he was postdoctoral researcher at Stanford University, and has taught at UNC-CH since 2006. His main research interests are music and culture in 19th and 20th century Europe, and music aesthetics.

MUSC 89.002: MAKING AND MARKETING MUSIC IN THE DIGITAL AGE

Carolina Entrepreneurial Initiative

VP

MWF, 11:00–11:50am

Chérie Rivers Ndaliko

This seminar takes the perspective of the modern musician, and explores how digital technology shapes the creation, dissemination, and promotion of music in the early 21st century. Particular topics of study may include: the creative and legal implications of digital composition (e.g., sampling and mashups), the changing shape and role of the recording studio, the digital distribution of music, the use of social networking to promote artists, and Internet-based fundraising (e.g., crowd funding). Students will take a hands-on approach to these topics, interacting with guest musicians and music entrepreneurs to explore how to use digital technologies to make and market music themselves. This seminar will be best for students who like music, but musical skill and talent are not prerequisites for success.

Chérie Rivers Ndaliko is an assistant professor of music whose research interests center on intersections of music, film, and social change in conflict regions of Africa. Her work unites the study of audio-visual media with frameworks from cultural theory and post-/neo-colonial studies; with inquiry into identity, youth culture, and gender studies; and the role of expressive culture in social/political activism. She is also a composer and pianist who holds a B.M. in film scoring from the Berklee College of Music, an A.M. from Harvard University in Ethnomusicology, and a Ph.D. from Harvard University in African Studies. While living carrying out research in the Eastern Congo, Ndaliko has served as co-director of the Yole!Africa cultural center.

PHILOSOPHY

PHIL 76: IS FREE WILL AN ILLUSION?

PH

John T. Roberts

MWF, 9:00–9:50am

The idea that we have free will seems to be crucial to the way we understand ourselves. The very idea of moral responsibility seems to take it for granted that we have free will, and so does

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

John T. Roberts is a Professor of Philosophy. His primary research interests are in philosophy of science, philosophy of physics, and metaphysics. He has published many articles on these subjects, and one book, The Law-Governed Universe. He loves contra dancing and traditional Cajun dancing (though he keeps these interests out of the classroom).



“This class [PHIL 76] was fantastic! At first, I was a little nervous about it because it was such a small class and we had to voice our opinions about a pretty serious and controversial topic. To my

surprise, it was a completely non-threatening environment and we had some interesting debates. Professor Roberts is great.”

—Stephanie P.

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

PH

Marc Lange

TuTh, 9:30–10:45am

Although we know that Copernicus and Galileo were correct in theorizing that the Earth orbits the Sun (rather than vice versa), it is less clear that the evidence they possessed for their theory was conclusive. The ways that Copernicus and Galileo argued for their theory can reveal a great deal about how scientific theories are tested. In this seminar, we will examine their arguments in order to better understand the logic by which scientific theories are confirmed and, ultimately, justified. We will consider whether astronomy (and other sciences) can really discover that a theory not only accurately predicts our observations, but also accurately describes what we cannot see. We will think about whether the Catholic Church was justified at the time in regarding Copernicanism as just one among many fairly successful techniques for predicting the night sky's appearance. We will also investigate whether Galileo could argue for his telescope's reliability and use mere “thought-experiments” to defend Copernicanism. To grapple with these issues, we will read some history of science (and some of what

16th- and 17th-century astronomers actually wrote), and also some philosophical accounts of the logic of theory testing. We will also look closely at the events surrounding the notorious trial of Galileo. Ultimately, we will gain a more nuanced conception of scientific reasoning and of how scientific revolutions occur. No prior background in philosophy or science is presupposed.

Marc Lange is Bowman and Gordon Gray Distinguished Term Professor of Philosophy and Chair of the Philosophy Department. He specializes in the philosophy of science and related areas of metaphysics and epistemology, and he is the author of many books and articles on these subjects.

PHYSICS

PHYS 52: MAKING THE RIGHT CONNECTIONS

Hugon Karwowski

MWF, 10:00–10:50am

M, 1:00–3:00pm (Lab) or F, 2:00–4:00pm (Lab)

This seminar will investigate the multiple roles that computers perform in scientific investigations. We will discuss and do hands-on tests of how the connections are made between measuring devices and computers, how the collected data are 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 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, but no prerequisite is required.

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 and he is a member of the First Year Seminars Steering Committee.



Professor Hugon Karwowski working with a student. Photo by Dan Sears, UNC-CH.

CITY AND REGIONAL PLANNING

PLAN 55: SUSTAINABLE CITIES

SS

Todd BenDor

TuTh 9:30–10:45am

This seminar examines the sustainability of cities and regions. A sustainable community is one in which new development improves the quality of life of people in the community, while preserving environmental functions into the future. We will look at how cities have evolved and how different approaches to property rights and urban development affect sustainability and quality of life in America. We will critically examine a vision for more sustainable places, and we will look at actions that can be taken by citizens, businesses, and governments to help improve sustainability. In this seminar, students will engage in discussions about the economic, social, and environmental conditions of cities, and make presentations about urban sustainability topics that interest them. Students will also examine several different cities in detail to understand how their actions have transformed their urban environments. By the end of this seminar, students will understand what constitutes a sustainable urban community and be able to articulate the major threats to sustainable development. Students will also have developed a sound base of knowledge about the validity, effectiveness, feasibility, strengths and weaknesses of various strategies and methods for fostering sustainability.

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

PUBLIC POLICY

PLCY 50: ENVIRONMENT AND LABOR IN THE GLOBAL ECONOMY

SS, GL

Pete Andrews

TuTh, 12:30–1:45pm

The recent rapid globalization of manufacturing and finance raises important public policy issues concerning impacts on the environment, labor, and communities. Does the globalization of business harm the environment, working conditions, and human rights, or improve them? Under what circumstances, and what public policies are needed to assure that these values are protected? How do these issues affect us as individual citizens, consumers, and students, and what responsibility do institutions such as universities bear, as well as businesses and governments, in responding to them? This seminar will explore these questions,

using as case studies several major companies that manufacture products in less-developed countries for consumers in the U.S. We'll begin by discussing some of the basic principles and history behind economic globalization (and debating the arguments about them!), and then teams of students will lead discussions of some of the more specific issues—such as energy, climate change and environmental impacts, working conditions and “sweatshops,” women and child labor, human rights, and the recent global financial crisis—and possible responses to these issues to create a global economy that is environmentally and socially as well as economically sustainable. We'll also compare perspectives on globalization from the viewpoints of people in other countries, and in our own home towns.

Richard (“Pete”) Andrews is Professor and former Chair of the Department of Public Policy and Chair of the UNC-CH Faculty. He received his Ph.D. in Environmental Policy and Planning at UNC-CH in 1972, and has been a UNC-CH faculty member since 1981. He teaches environmental policy, and also co-chaired the chancellor's advisory committee on labor issues in the manufacture of items with UNC-CH's name on them. He has worked on comparative studies of environmental policy in the U.S. and Europe and on environmental policy problems as a Fulbright scholar in Austria and Bulgaria, with U.S. AID support in the Czech Republic and Thailand, as a Peace Corps volunteer in Nepal, and as a staff member of the U.S. Office of Management and Budget.

PLCY 61: POLICY ENTREPRENEURSHIP AND PUBLIC/PRIVATE PARTNERSHIPS

Carolina Entrepreneurial Initiative

Daniel Gitterman

MW, 3:00–4:15pm

The theme of this seminar is to define “policy entrepreneur” and examine strategies used by policy entrepreneurs to achieve policy change or innovation in the policy-making process. We will also explore models of innovative public-private partnerships in the delivery of public goods. The seminar will examine non-profit policy entrepreneurs within policy advocacy organizations who push innovation and change in public policy. We will evaluate the ways policy and non-profit advocacy entrepreneurs advocate for their ideas causes and attempt to achieve lasting policy change. Students will write mock grant proposals for funding to develop a model public-private partnership or new policy innovation. We will host several leaders of successful public-private partnerships and other key innovative non-profit organizations in North Carolina.

Daniel Gitterman, Associate Professor of Public Policy, is a political scientist by training. He is a Senior Fellow at the Global Research Institute and Director of the Burch Field Research Seminar in Domestic and International Affairs. His research interests include the American welfare state and politics of social policy. His recent book, Boosting Paychecks: The Politics of Supporting America's Working Poor, examines the role of federal income tax and minimum wage in supporting low income working families. He has received the Tanner Award for Excellence in Undergraduate Teaching, the John L. Sanders Award for Excellence in Undergraduate Teaching and Service at Carolina, and he was recently selected as “Best Professor” by readers of the Daily Tar Heel. In 2009–10, he served as a Senior Policy Advisor to the Governor.

PLCY 70: NATIONAL POLICY: WHO SETS THE AGENDA?

SS, CI, NA

W. Hodding Carter
TuTh, 2:00–3:15pm

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. There will be individual presentations based on assigned papers throughout the semester. Team projects aimed at creating agenda-setting campaigns will take up much of the final weeks of the course.

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 President Jimmy Carter's Assistant Secretary of State for Public Affairs and 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 89: CONTEMPORARY POLICY ISSUES IN AMERICAN HIGHER EDUCATION

SS

Melinda Manning
TuTh, 9:30–10:45am

Higher education in America has undergone dramatic changes since the founding of UNC-CH as the nation's first public university in 1789. This seminar will provide an introduction to contemporary policy issues in higher education. We will examine how higher education has become more accessible to various groups. We will discuss current challenges to our current models of higher education including public funding, safety and security, and accommodating growing numbers of potential students. Students will have the opportunity to create an original analysis of university policy and make recommendations on real policy issues.

Melinda Manning is an assistant dean of students. She received both her undergraduate and law degrees from UNC-CH and spent three years teaching middle school in rural Mississippi with the Teach for America program. In 2010, she received the University Award for the Advancement of Women.

POLITICAL SCIENCE

POLI 50: MOVIES AND POLITICS

CI, SS

Pamela Conover
MW, 9:00–11:20am

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

*Pamela Conover, Burton Craige Professor of Political Science, was educated at Emory University, and received her Ph.D. at the University of Minnesota. Professor Conover teaches courses dealing with political psychology, women and politics, and the politics of sexuality. In the past, Professor Conover's research has concerned the nature of political thinking, and the politics of identity and citizenship. She also coauthored the book *Feminism and the New Right*. Her current research is focused on the politics of identity and the same-sex marriage debates, and the nature of citizenship and political culture. In her spare time, she enjoys mountain biking and being walked by her two golden retrievers, Ally and Gracie.*

POLI 62: POWER POLITICS: HOW LEADERS LEAD OTHERS

CI, SS

Terry Sullivan
TuTh, 3:30–4:45pm

The use of political leadership stands at the center of an organized society; yet we know little of how leaders exercise their influence with other decision makers. In this seminar, students will examine theories of leadership ranging from ancient models of good character through the medieval theories of the religious tutors (Machiavelli and Erasmus) to modern business leadership, and then compare those theories with what real leaders do. To obtain this perspective, students will listen to secret recordings of bargaining between the president and other national leaders.

This seminar teaches students about the differences between real leadership and theories of leadership. It also exposes them to the rigors of research projects conducted on the basis of real data they develop. In addition, this class will help students learn how to write more effectively to sound smart.

Terry Sullivan (Ph.D., University of Texas) from Political Science focuses on political leadership, the tradecraft of politicians, bargaining and persuasion, and White House operations. Since 1997, Professor Sullivan has directed the White House Transition Project, which provides help to all the presidential campaigns, the past two president elects as they prepared to assume the presidency, and the last outgoing president. Professor Sullivan served on President Bush's Presidential Transition Coordinating Council where he helped coordinate the Bush to Obama transition and now serves on the National Commission on Reform of the Federal Appointments Process.

POLI 63: SOCIAL MOVEMENTS AND POLITICAL PROTEST AND VIOLENCE

NA, SS

Xi Chen

TuTh, 11:00am–12:15pm

When organized, seemingly powerless people can challenge political domination and social injustice with a variety of popular collective action: social protests, riots, revolutions, and social movements. This course draws on empirical examples from the United States and a few other countries, and investigates how different forms of popular collective actions are taken in different times and spaces, and why some of them succeed while others fail. No prerequisites are required. Students will engage in intensive reading and class discussion, and watch a few documentaries. They are also required to conduct a research project on a contentious political event or a social movement organization.

Xi Chen joined the Department of Political Science in 2009 specializing in comparative politics. He received his Ph.D. in political science from Columbia University in 2005. His research interests include social movements, democratization, and state–society relations in the context of authoritarianism. He teaches Comparative Politics, Contentious Politics, and Chinese Politics. He is the author of Social Protest and Contentious Authoritarianism in China (Cambridge 2012). He is currently working on a study of labor resistance in restructured state firms in China.

POLI 66: U.S. AND THE EUROPEAN UNION: PARTNERS OR RIVALS?

SS

Liesbet Hooghe

TuTh, 2:00–3:15pm

This seminar introduces students to the European Union and its relations with the United States. In the first part, we become familiar with the European Union. Why is there a European Union? How does it operate, and how has it developed? What kind of polity is emerging at the European level, and how does it differ from federalism in the United States? Finally, what is the effect of the Eurocrisis on the European polity—and on the world economy? The second section compares American and European politics. How are elections and the practice of government different? How does welfare in the

United States and the role of the state in the economy differ from that in Western Europe? Are Europeans from Venus and Americans from Mars, as a famous American scholar once argued, or is the reality more fine-grained? Students will participate in structured discussion, debate, and role play. Each week two people present on a news topic selected from the Economist or an important political figure in E.U.–U.S. relations. These form the basis for class discussion. We also conduct two role plays. In one, we take a typical E.U. legislative proposal through the E.U. machinery, in which each student is assigned a role. In the second, we play a transatlantic E.U.–U.S. Summit around four core themes: trade, security, climate change, and banking regulation. And last but not least, you are able to test your writing skills by writing a brief scholarly paper on a seminar topic.

Liesbet Hooghe received her Ph.D. from the University of Leuven in Belgium in 1989. Before joining UNC-CH in 2000, she taught at the University of Toronto (1994–2000) and held research fellowships at Cornell University, Oxford University (Nuffield), the European University Institute (Florence, Italy), and the Wissenschaftszentrum Berlin (Germany). Since 2004, she has also been affiliated with the Free University of Amsterdam. Her principal areas of interest are comparative politics (Europe), identity, political parties, political elites, and federalism. She has written several books, including Cohesion Policy and European Integration (OUP, 1996); Multi-Level Governance in the European Union (Rowman & Littlefield, 2001—with Gary Marks); The European Commission and the Integration of Europe (Cambridge University Press, 2002), and The Rise of Regional Authority (Routledge, 2010—with Gary Marks and Arjan Schakel).

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

NA, SS

Michele Hoyman

TuTh, 2:00–3:15pm

When you think of what it means to be an entrepreneur, you might envision people (and companies) like Steve Jobs (founder of Apple) or Larry Page (founder of Google). However, what it means to be an entrepreneur has expanded greatly over the past few decades. Today, being entrepreneurial is a quality sought by employers in every sector, including government and non-profit agencies. While business entrepreneurs use innovative strategies to solve problems for companies and make profits, social entrepreneurs use their innovation to promote social change. Sometimes, these types of entrepreneurship converge—creating private industries with a core social mission like TOMS Shoes and Ben and Jerry's Ice-cream. This seminar will cover entrepreneurship from all these angles with a particular emphasis on social entrepreneurship, exploring how businesses, non-profits, and governments have adopted fundamentally entrepreneurial strategies to promote social good. Students will develop papers using a pre-selected list of topics designed to get you to think analytically about entrepreneurship theory and practice. Students will have the opportunity to explore a social entrepreneurship venture formally through a research paper, which will be a major part of the course grade. The format of this seminar is highly

interactive with an emphasis on class participation and developing analysis skills to help students succeed in their Carolina careers.

Michele M. Hoyman teaches in the Political Science Department and in the Master of Public Administration program. She received her Ph.D. in Political Science from the University of Michigan. Professor Hoyman's interests are in economic development, sustainable development, industrial labor relations, and public sector personnel. On a personal level, she is an avid Carolina basketball fan and spends her spare time being walked in the park by her dog, Tilly. She is afflicted with an unrelenting sense of humor.

POLI 73: POLITICS AND ANIMAL LIFE

PH

Hollie Mann

MW, 2:00–3:15pm

Humans and non-human animals have lived together since time immemorial, with our relationships exhibiting a range of qualities, including interdependence, hostility, indifference, and care. Despite the fact that human life is always lived in close proximity to the non-human animal world, we tend to think of non-human animals as existing outside the boundaries of political life; indeed, animal life has been, at best, a marginal topic in the field of political science. Yet increasingly, political thinkers are challenging commonly held beliefs about the political and ethical standing of animals, and they are attempting to illuminate the ways in which animal life actually animates much of political theory and politics today. In the spirit of these emerging debates, this seminar will shed light on the ways in which non-human animals have been central to the construction of meaning in the history of political thought and to our own self-understandings. Once we get this picture in clearer view, questions concerning our relationships and interactions with animals today will be pressed upon us, and together we will reconsider the view that non-human animals can be legitimately excluded from political life and thought. More specifically, we will explore the implications of including them in political life and thought and how that fact might be brought to bear on particular problems concerning our relationships with animals in late modernity.

Hollie Mann is a Lecturer and Undergraduate Advisor in the Department of Political Science. Her research spans a range of topics including feminist theory, the ethics of care, the ethical standing of animals in political life, and the role democratic states play in shaping citizens' identities and self-understandings. She has taught courses at Carolina in modern political thought, feminist theory, and U.S. government. Dr. Mann is a practitioner of Jivamukti yoga and a vegan. In her spare time, she can usually be found running in the woods with her dogs.

POLI 89.002: UTOPIAS AND DISTOPIAS

LA, NA

Jeff Spinner-Halev

TuTh, 2:00–3:15pm

Political theory is usually taught through non-fictional texts, but this seminar will focus on the political imagination of a variety of thinkers. Utopias and dystopias (societies characterized by human misery, poverty, oppression, disease, and overcrowding) have old roots but are as contemporary as *Gattaca*, the *Matrix*, *WALL-E*, and other future-oriented movies. This seminar will

focus on the political ideas and ideals in utopias and dystopias, starting with Thomas More's *Utopia* (who coined the term). We will read novels, prose descriptions of utopias, and watch several films. We will investigate what utopias and dystopias tell us about our own society and how and why the genre changed over time.

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

POLI 89.003: THINKING ABOUT LAW

PH

Charles Szypszak

TuTh, 8:00–9:15am

Are you interested in being a lawyer or public official? Do you know what it means to “think like a lawyer”? Have you considered why people mostly honor the law? Where do you find “the law”? How do judges decide difficult cases? This seminar will explore the notion of a rule of law, formal and customary law, legal analysis, judicial interpretation, and the realities of the adversarial system and law practice. We will consider what makes law seem legitimate and how to assess whether it promotes liberty and justice. This seminar will challenge students to be reflective and critical about their own perspectives and to explore personal responsibility for promoting a rule of law. Students will be engaged in analytical thinking and expression through readings, classroom discussions, and research and writing assignments. Reading materials will include selections from court cases, scholarly articles, and other sources that provide an introduction to the notion of a rule of law, the sources of law that govern us and protect our individual rights, the nature of legal analysis, the different methods of judicial interpretation, and the realities of law practice and the adversarial system.

Professor Szypszak has been with the School of Government since 2005. Prior to that, he was an attorney and director of a general practice firm in New Hampshire. He provides counsel to state, national, and international institutions, organizations, and public officials on real property registration and conveyance laws, and he teaches Law for Public Administration in the graduate program in public administration. He has worked on law reforms in Russia and Poland. He is the recipient of the School of Government's Coates distinguished professorship for teaching excellence.

PSYCHOLOGY

PSYC 51: THE MIND AND THE COMPUTER

PL

Jennifer Arnold

TuTh, 9:30–10:45am

Is the human mind a machine? This question has intrigued philosophers and psychologists at least since the 17th century. During the last 50 years a new type of machine—the computer—has been developed that can perform many functions that

previously could only be performed by the human mind. Major advances in computer technology occur on a regular basis and show no signs of slowing down. This seminar will examine the nature of human thought in relation to the operations of contemporary computers and will also consider how computers will likely develop in the future. Students will consider questions such as whether qualities of the mind (like consciousness and emotion) can be reduced to physical activities of a machine. They will also consider the implications that such a mechanistic reduction has for morality and ethics. Scientific readings will focus on the nature of human cognition and of machine intelligence.

Jennifer Arnold, Ph.D., Stanford University, is an assistant professor in the Cognitive Program of the Psychology Department. She conducts research on the psychology of language, with a focus on the online processes of language comprehension and production, with both adults and children. Much of her research monitors participants' eye movements as they follow instructions, which provides information about how they integrate linguistic and nonlinguistic information on a moment-by-moment basis. She teaches classes in cognitive psychology and the psychology of language, and advises graduate and undergraduate students who do original research in her laboratory.



[PSYC 66] “The professor was truly amazing and understood the students, knew our names, and would incorporate her research findings into her lessons, which was so interesting! The things that

we heard about—or knew vaguely about—were studied in more detail through various readings, guest speakers, and engaging discussions. As an introvert, I was afraid to speak up in class, but my professor was completely understanding and helped me overcome my fear.”

—Alice K

PSYC 56: HUMAN INFANCY: THE EMERGENCE OF MIND IN THE HUMAN INFANT

SS, EE

J. Steven Reznick
TuTh, 2:00–3:15pm

The goals of this seminar are to explore the psychological development of human infants, evaluate the research procedures that inform this topic, and develop new procedures for describing and explaining infant psychological development. We will frame these general goals within the context of an overarching question: When does a human infant have a mind? We will first discuss what it means to have a mind and then examine research on neural development, behavioral abilities, and acquisition of social skills. Class discussion will be based on readings and personal experience, particularly the direct experience that each student will acquire by volunteering a few hours each week in an infant room in a day care center located near campus. The internship will also help students gather insights into how infant behavior can be studied, leading to an in-class presentation

describing a potential research project that would help advance our understanding of when an infant has a mind.

Steve Reznick is a Professor of Psychology. His primary research interest is mental development in infants, but his research covers a broad range of topics including early detection of autism and the effects of nutrition on mental development. He also serves as an Associate Dean in Undergraduate Education at UNC-CH and he has many other administrative appointments locally and nationally. Dr. Reznick's Ph.D. is from the University of Colorado at Boulder. Before moving back to UNC-CH (his alma mater), Dr. Reznick was on the faculty at Yale University, and before that, he was affiliated with the Harvard Infant Study.

PSYC 62: POSITIVE PSYCHOLOGY: THE SCIENCE OF OPTIMAL HUMAN FUNCTIONING

CI, SS

Barbara Fredrickson
TuTh, 11:00am–12:15pm

What does it mean for humans to flourish, or function at their very best? Positive psychology is a new movement that tackles this age-old question scientifically. One basic premise of positive psychology is that human flourishing—a life rich in purpose, relationships, and enjoyment—will not result simply by curing pathology and eliminating behavioral and emotional problems. Rather, flourishing requires building and capitalizing on human strengths and capacities. Another basic premise is that human flourishing involves unlocking or building potential resources, capabilities and capacities at multiple levels—in people, and also within groups and systems. Students will explore these issues through class discussions, experiential assignments, writing assignments, guest lectures, as well as by collecting data on their own lives.

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

PSYC 63H: PERSUASION, PASSION, AND PARTICIPATION: THE PSYCHOLOGY OF POLITICS (HONORS)

CI, SS

Melanie Green
TuTh, 2:00–3:15pm

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

and elections. Class assignments will include projects, debates, and thought papers.

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



Barbara Fredrickson working with a research subject in the lab. Photo by Dan Sears, UNC-CH.

PSYC 66: EATING DISORDERS AND BODY IMAGE

SS

Anna Bardone-Cone

TuTh, 12:30–1:45pm

We all have bodies, we all eat; some people have a healthy relationship with both and do not give much thought to either. For some, however, intense body dissatisfaction and disordered eating infiltrate their lives and can lead to an eating disorder. In this seminar we will learn about the eating disorders of anorexia nervosa and bulimia nervosa, and explore factors related to these disorders from a psychosocial perspective. Some of the questions we will examine include: What messages do we get from the media about our bodies and eating, and who is most susceptible to these? What role can family and peers play in contributing to risk for eating disorders and in helping an individual out of an eating disorder? What do we know about how women of different racial/ethnic backgrounds and men experience body image and disordered eating? Can we prevent eating disorders? What treatments work? We will explore these issues through class discussion, readings, videos, guest speakers, experiential assignments, and writing assignments. Both male and female students are encouraged to enroll.

Anna Bardone-Cone, Ph.D., University of Wisconsin–Madison, is an associate professor in the Clinical Psychology Program within the Department of Psychology. Her research focuses on various aspects of eating disorders including: the relation between perfectionism and bulimia nervosa, defining eating disorder recovery, and examining eating disorders and body image in the context of diverse racial/ethnic cultures. She would love to see the day when eating disorders no longer existed, but meanwhile she continues publishing research on the topic. She also teaches abnormal psychology, has won teaching awards, and supervises a rock-star team of graduate and undergraduate students in her lab.

RELIGIOUS STUDIES

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

HS, WB

Jodi Magness

MW, 5:00–6:15pm

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

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

RELI 73: FROM DRAGONS TO POKEMON: ANIMALS IN JAPANESE MYTH, FOLKLORE, AND RELIGION

LA, BN, CI

Barbara Ambros

TuTh, 3:30–4:45pm

This seminar examines the cultural construction of animals in Japanese myth, folklore, and religion. We will discuss various kinds of animals: those that occur in the natural world (insects, snakes, foxes, badgers, monkeys), those that are found in myths (dragons, tengu [goblins], oni [demons]), and those that have appeared in popular media such as science fiction and animation (Godzilla, Pokemon). We will explore how images of various animals were culturally constructed as tricksters, gods, monsters, or anthropomorphic companions; how animals were ritualized as divine, demonic, or sentient beings in Buddhism, Shinto, and folk religion; and how animals could serve as metaphors and subjects 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 films that deal with animals and environmental issues, such as *Pompoko*, *Gojira*, and *The Cove*.

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.

ROMANCE LANGUAGES

ROML 56: ITALIANS IN SEARCH OF HARMONY

LA

Ennio Rao

TuTh, 11:00am–12:15pm

This seminar explores the concept of harmony in selected Italian writers, from Dante to contemporary writers. In the 14th century, Dante dreamed of a universal empire that would assure peace on earth, thus allowing mankind to pursue knowledge and wisdom and to achieve the ultimate harmony in the next world: the natural reunion of creature and creator. Dante himself directs his readers to interpret the journey of the pilgrim in the *Divine Comedy* as Everyman's quest for transcendental harmony with God. This quest for harmony is characteristic of many Italian writers, from Petrarch to Leopardi, to many contemporary poets, novelists, and film directors. Students will be reading and discussing works by Dante, Petrarch, Leopardi, Pirandello, Vittorini and Moravia, and will view films by Antonioni and Bertolucci. They will also be divided into groups and invited to produce an original work (theatrical, cinematic, literary, artistic, etc.) that illustrates the concept of harmony.

Ennio Rao is Professor of Italian and Director of Graduate Studies in the Romance Languages department. He earned his Ph.D. at Columbia University, concentrating in the Classics and Italian Renaissance literature. In his years at Carolina he has received a Tanner Award for excellence in undergraduate teaching and taught a wide range of courses, spanning such areas as the humanist invective, Italian chivalric literature, Renaissance theater, the history of the Italian language, and Italian dialectology. He is currently studying the revival of Epicureanism in 15th Italy.

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

LA

Alicia Rivero

TuTh, 11:00am–12:15pm

Concerns about nature that appear in Latin American literature are usually overlooked, yet they are a window to understanding the peoples, cultures, history, politics, societies, and development in the region. Through debates, discussions, skits, music and films, etc., we will explore such topics as the ecology, colonization, resistance, and survival of Native Americans; economic development and destruction of the environment; environmental racism and justice; nature viewed as woman and as Other; woman and minorities viewed as nature and as Other; traditional male and female gender roles (machismo and marianismo). Our authors criticize stereotypical views and racial prejudice, while they celebrate difference and nature as a protagonist in their short stories, poetry, a testimonial autobiography, and a novel. The 20th century works we will examine in English translation were written by renowned authors of various races

and genders who come from several Spanish-speaking countries and Brazil, as well as by a Chicana (Mexican-American) writing in the U.S.: Menchú, Quiroga, Fuentes, Bombal, Castillo, Lispector, Burgos. Each student will research and write an individual chapter of a short e-book as part of a group project, based on a topic selected by the student, and present it in class. There will also be a midterm and final exam.

Alicia Rivero is an Associate Professor of Spanish and an Adjunct in Comparative Literature with a Ph.D. from Brown University. Her areas of research and teaching include late 19th–21st century Spanish American and comparative literatures, history of ideas, gender issues, interrelations of literature and science, and cultural studies. She has published books and articles on these topics. She's especially excited to teach her FYS, since she's working on a book project that contains themes similar to those of the seminar.



Professor Ted Mouw. Photo by Steave Exum, UNC-Chapel Hill.

GERMANIC AND SLAVIC LANGUAGES AND LITERATURES

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

LA, BN

Ewa Wampuszyc

MWF, 10:00–10:50am

This seminar explores gender in fiction, film, and essays by and about women from various countries including Croatia, the Czech Republic, Hungary, Poland, and Romania. Our discussions will examine how ideas of what is “masculine” and “feminine” shed light on such topics as identity, nationalism, private property, political dissent, and consumerism. Students will learn how gender shapes many aspects of everyday life; about the history and geography of Central and Eastern Europe; about life under communism; and about the relationship between gender and social change. Students in this seminar will learn more about the “Other” Europe! Assignments include response paragraphs and a paper. All materials are in English. No prerequisites are required.

Ewa Wampuszyc is an Assistant Professor of Polish Language and Literature. She received her Ph.D. in 2004 from the University of Michigan. Before coming to UNC-CH, she taught courses in literature, language, and European studies at the

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

SOCIOLOGY

SOCI 58: GLOBALIZATION, WORK, AND INEQUALITY

Carolina Entrepreneurial Initiative

SS, GL

Ted Mouw

TuTh, 12:30–1:45pm

This seminar, which presents a comparative and multidisciplinary perspective on how globalization affects labor markets and inequality, will consist of two parts. First, we will discuss basic sociological and economic models of work and globalization, and then students will apply these models to three case studies: 1) “sweatshops” and the question of international labor standards, 2) industrialization and development in China and Indonesia, and 3) immigration and economic integration between the U.S. and Mexico. Students will prepare research papers on one of the three case studies. Course readings will be supplemented by the teacher's current research on two questions: 1) What are conditions actually like for workers in Nike plants in Indonesia? (Interviews and a photo-narrative). 2) How does the labor market work for undocumented Mexican workers? (Interviews from Carrboro, NC, part of my personal research project).

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

SOCI 64: EQUALITY OF EDUCATIONAL OPPORTUNITY THEN AND NOW

SS

Karolyn Tyson

TuTh, 11:00am–12:15pm

The 1954 *Brown v. Board of Education of Topeka* case centered on one of the most significant and controversial issues in American public education: equality of educational opportunity. As we near the 60th anniversary of this historic Supreme Court decision, this seminar will use a sociological lens to examine in depth the social conditions that precipitated the case, other relevant court decisions, the changing definitions of race, and the educational landscape over the past 57 years. Topics include *de jure* and *de facto* segregation, busing, between-school segregation, tracking and ability grouping, the black-white

achievement gap, and residential segregation. Students will read historical and contemporary accounts and research reports on the move and progress toward equality of educational opportunity, view films related to the topic, conduct original research exploring the schooling experiences of contemporary American youth, and prepare an oral presentation and research paper.

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

SOCI 89: SOCIETY AND GENOMICS

SS

Guang Guo

TuTh, 9:30–10:45am

The seminar focuses on how advances in molecular genomics over the past decades benefit sociology and other social sciences. Topics include an introduction to traditional biometrics (inferring genetic influences using genetically related individuals without using molecular information); an introduction to basic principles of molecular genetics; joint influences of social contexts and genetic heritage to human behaviors; history of human evolution and contemporary race/ethnicity; evolutionary psychology; sex, gender, and genomics; ethical, legal, and social issues in genetic studies (ELSI); genetic testing; and epigenetics—the potential links between genes and environment. To make the course accessible to students in social sciences, the course does not have prerequisites, but familiarity with basic genetics or a social science field is helpful. The seminar does not focus on technical details of genomics, but on the main ideas. Students will be reading book chapters and mainly original articles published in contemporary scientific journals before classes, and presenting and discussing these articles in class.

Guang Guo is Dr. George and Alice Welsh Distinguished Professor in the Department of Sociology. He earned his doctorate in sociology at Princeton University and his undergraduate economics degree from the Tianjin Institute of Finance and Economics in China. In his work, he uses the tools in human genomics for understanding human societies. He examines how genes and social contexts interact to influence youth's delinquency, what roles genomics play in human social networks, and what roles genomics play in human marriages.

STATISTICS AND OPERATIONS RESEARCH

STOR 64: A RANDOM WALK DOWN WALL STREET

QI

Chuanshu Ji

TuTh, 2:00–3:15pm

The ups and downs of many stocks, bonds, and mutual funds in the past few years have made a significant impact on our society. Accordingly, a good understanding of financial

WOMEN'S AND GENDER STUDIES

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

LA, NA

Tanya Shields
W, 3:30–6:20pm

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

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



“Professor Shields helped push me past my high school limits. She challenged me to escape the high school mindset and enter into the academic difficulty of Carolina.”

—Chelsea T.

markets becomes a necessary part of our education. This seminar is intended to provide students with a multimedia platform on which they can learn some basic concepts in finance and economics, useful tools for collecting and summarizing financial data, and simple probability models for quantification of the market uncertainty. Students will actively participate in the seminar's organization. A number of small projects will be assigned to students, supervised by the instructor. The projects include data analysis using Excel, experimentation of simple investment strategies and portfolios through “virtual trading,” discussions on the performance of those portfolios, and related probability calculation. Students will present what they conduct in the assigned projects. Grades will be based on students' performance in their homework, projects, and presentations.

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

STOR 72: UNLOCKING THE GENETIC CODE

QI

J. Scott Provan
MWF, 2:00–2:50pm

On June 26, 2000, scientists announced the complete mapping of the human genome. While this is an achievement of enormous historical importance, there are daunting technical, biological, and ethical questions and problems still to be addressed in understanding and using this information. This seminar is intended to be an introduction to the world of DNA—its structure, function, and importance. The students will discuss and try to understand the immensity and complexity of organizing knowledge of DNA and protein structure, and the resulting sizes of the genomic databases. This will be accompanied by examining some of the questions that might be asked in connection with obtaining full knowledge of the human genome, and addressing some of the problems that arise when trying to answer some of these questions. No previous computer skills or knowledge of mathematics beyond basic algebra are required.

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



Course Checklist

FALL 2012

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

- AFAM 50: Defining Blackness (*McMillan*)
- AFRI 50: Kings, Presidents, and Generals (*Selassie*)
- AMST 89H: Navigating the World Through American Eyes (*Willis*)
- ANTH 53H: Darwin's Dangerous Idea (*Leslie*)
- ANTH 62: Indian Country Today (*Dennison*)
- ANTH 89: Public Archaeology in Bronzeville (*Agbe-Davies*)
- ART 55: Art, Gender, and Power in Early Modern Europe (*String*)
- ART 77: Seeing the Past (*Sheriff*)
- ASIA 55: *Kung-Fu: The Concept of Heroism in Chinese Culture* (*Hsiao*)
- ASIA 58H: Chasing Madame Butterfly (*Bardsley*)
- ASIA 59: *Media Masala: Popular Music, Tv, and the Internet in Modern India and Pakistan* (*Taj*)
- ASIA 62: Women and Spirituality in Turkey (*Žulfikar*)
- BIOL 53: *Biotechnology: Genetically Modified Foods to the Sequence of the Human Genome* (*Reed*)
- BIOL 62: *Mountains Beyond Mountains: Infectious Disease in the Developing World* (*Peifer*)
- CHEM 73: The Broad Scope of Nuclear Chemistry (*Staff*)
- CLAS 55H: Three Greek and Roman Epics (*Race*)
- COMM 51: Organizing and Communicating for Social Entrepreneurs (*May*)
- COMM 62: African American Literature and Performance (*Craft*)
- COMP 66: Random Thoughts (*Frahm*)
- COMP 89.093: The Business of Games (*Pozefsky*)
- DRAM 81H: *Staging America: The American Drama* (*Kable*)
- DRAM 83: Spectacle in the Theatre (*Navalinsky*)
- DRAM 84: Inherent Qualities of Theatrical Space (*Chambers*)
- DRAM 85H: Documentary Theatre (*Lucas*)
- DRAM 87H: *Style: A Mode of Expression* (*Coble*)
- DRAM 89: Ecology and Performance (*O'Brien*)
- ECON 56: Entrepreneurship: Asia and the West (*Rosefelde*)
- ENGL 63: Banned Books (*Halperin*)
- ENGL 75: Interpreting the South from Manuscripts (*Eble, Brown*)
- ENGL 85H: Economic Saints and Villains (*Kendall*)
- ENGL 88: The Legacy of Japanese American Internment from WWII to 9/11 (*Kim*)
- ENGL 89: The Future (*Taylor*)
- ENGL 89H: Reading and Writing Women's Lives (*Danielewicz*)
- EXSS 50: Discrimination and Sport (*Osborne*)
- FOLK 89: The Poetic Roots of Hip Hop (*Hinson*)
- GEOG 56: Local Places in a Globalizing World (*Cravey*)
- GEOG 89: Vietnam (*Lentz*)
- GEOL 72H: Field Geology of Eastern California (*Coleman*)
- GEOL 79: Coasts in Crisis (*Moore*)
- HIST 51: Ideology and Revolution in Latin American History (*La Serna*)
- HIST 62: Nations, Borders, Identities (*Shields*)
- HIST 72H: Women's Voices: 20th Century European History in Female Memory (*Hagemann*)
- HIST 89: Faith and Violence in the Middle Ages (*Whalen*)
- INLS 89: *The Revolution Will Not Be Tweeted: Social Informatics in Popular Culture* (*Tufekcioglu*)
- JOMC 89.001: Entrepreneurism in American Journalism (*Guillory*)
- JOMC 89.002: The Titanic and Mass Media History (*Fee*)
- MASC 55: Change in the Coastal Ocean (*Martens*)
- MATH 51: *Fish Gotta Swim, Birds Gotta Fly: The Mathematics and Mechanics of Moving* (*Camassa*)

continued on back cover



Course Checklist

FALL 2012

- MATH 58: Math, Art, and the Human Experience (*McCombs*)
- MATH 60: Simulated Life (*Miller*)
- MUSC 57: Verdi's Operas and Italian Romanticism (*Nádas*)
- MUSC 63H: Music on Stage and Screen (*Finson*)
- MUSC 65: *Music and Culture: Understanding the World Through Music* (*Kang, Moeser*)
- MUSC 89.001: Berlin in the 1920's (*Woerner*)
- MUSC 89.002: Making and Marketing Music (*Rivers Ndaliko*)
- PHIL 76: Is Free Will an Illusion? (*Roberts*)
- PHIL 85H: Reason, Religion, and Reality in the Copernican Revolution (*Lange*)
- PHYS 52: Making the Right Connections (*Karwowski*)
- PLAN 55: Sustainable Cities (*BenDor*)
- PLCY 50: Environment and Labor in the Global Economy (*Andrews*)
- PLCY 61: *Policy Entrepreneurship: Policy Entrepreneurship and Public/Private Partnerships* (*Gitterman*)
- PLCY 70: *National Policy: Who Sets the Agenda?* (*Carter*)
- PLCY 89: Contemporary Policy Issues in American Higher Education (*Manning*)
- POLI 50: Movies and Politics (*Conover*)
- POLI 62: *Power Politics: How Leaders Lead Others* (*Sullivan*)
- POLI 63: Social Movements and Political Protest and Violence (*Chen*)
- POLI 66: U.S. and the European Union: Partners or Rivals? (*Hooghe*)
- POLI 72: Entrepreneurship in Community and Economic Development (*Hoyman*)
- POLI 73: Politics and Animal Life (*Mann*)
- POLI 89.002: Utopias and Dystopias (*Spinner-Halev*)
- POLI 89.003: Thinking About Law (*Szybszak*)
- PSYC 51: Mind and the Computer (*Arnold*)
- PSYC 56: Human Infancy (*Reznick*)
- PSYC 62: *Positive Psychology: The Science of Optimal Human Functioning* (*Fredrickson*)
- PSYC 63H: *Persuasion, Passion, and Participation: The Psychology of Politics* (*Green*)
- PSYC 66: Eating Disorders and Body Image (*Bardone-Cone*)
- RELI 63: The Archaeology of Qumran and the Dead Sea Scrolls (*Magness*)
- RELI 73: *From Dragons to Pokemon: Animal in Japanese Myth, Folklore, and Religion* (*Ambros*)
- ROML 56: Italians in Search of Harmony (*Rao*)
- ROML 57: *Nature in Latin American Literature: Ecology, Gender, and Other Issues* (*Rivero*)
- SLAV 88H: Gender and Fiction in Central and Eastern Europe (*Wampuszyc*)
- SOCI 58: Globalization, Work, and Inequality (*Mouw*)
- SOCI 64: Equality of Educational Opportunity Then and Now (*Tyson*)
- SOCI 89: Society and Genomics (*Guo*)
- STOR 64: A Random Walk Down Wall Street (*Ji*)
- STOR 72: Unlocking the Genetic Code (*Provan*)
- WMST 64: *Plantation Lullabies: Literature by and About African American Women* (*Shields*)
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Please consult ConnectCarolina for the most up-to-date information about FYS offerings and availability.