**FALL 2008 HONORS COURSE DESCRIPTIONS**

**HONORS COURSES CANNOT BE TAKEN PASS/FAIL!**

### SECTION

I. DUNLEVIE HONORS JUNIOR COLLOQUIUM

II. FIRST YEAR HONORS SEMINARS

III. SPECIALLY-DESIGNED LITERATURE AND COMPOSITION COURSES

IV. OTHER HONORS SEMINARS

**UPDATED: 8/18/2008**

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**I. DUNLEVIE HONORS JUNIOR COLLOQUIUM**

The Dunlevie Honors Junior Colloquium is offered each semester for one hour of P/F credit, and focuses on a different topic each term.

**HNRS 325**

**Dunlevie Honors Junior Colloquium**

Kendall, Ritchie

W 06:30-09:00

“Asia Rising”

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**II. FIRST YEAR HONORS SEMINARS**

**AMST 055H**

FYS: Birth and Death in America

Marr, Timothy

MWF 01:00-01:50

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

FIRST YEAR STUDENTS ONLY

This course explores birth and death as essential human rites of passage impacted by changing American historical and cultural contexts. Since both remain defining life events beyond experiential recall, studying them in interdisciplinary ways opens powerful insights into how culture mediates the construction of bodies and social identity. Readings and assignments are designed to study changing anthropological rituals, medical procedures, scientific technologies, and ethical quandaries. We will also explore a variety of representations of birth and death in literary expression, film, and material culture as well as in hospitals, funeral homes, and cemeteries.

**GEOL 072H**

FYS: Field Geology of Eastern California

Coleman, D.

TR 02:00-03:15

*Physical and Life Science (PL)*

FIRST YEAR STUDENTS ONLY

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 $400). This course will require missing three days of classes.

**HNRS 089**

FYS: Cheating Death, Chasing Immortality

Clark, E; Krometis, L; Leslie, M; Weiner, I; Gonzalez, V

TR 09:30-10:45

FIRST YEAR STUDENTS ONLY

Everyone dies. Human cultures have responded to death’s inevitability in a number of ways. In this course, we will consider a variety of means through which individuals and communities have attempted to “cheat death.” We will examine religious beliefs and practices related to death and the afterlife, literary and popular culture representations of the meaning of death, and technological and scientific efforts to prolong life. In so doing, we will grapple with many challenging questions, including: What has motivated such disparate responses to death, and are there common themes? Is death something to be feared or welcomed? What might be the ethical implications of how we conceive of the nature of death and the possibility of immortality? By pursuing these questions through a variety of disciplinary approaches, we will also learn to communicate and collaborate across traditional disciplinary boundaries.
The World Health Organization estimates that there are over 33 million people living with HIV/AIDS globally, and every year around 2.5 million additional infections occur. The disease has caused 25 million deaths worldwide since 1981. AIDS prevention and treatment remain pressing social issues around the globe, as does ensuring human rights for people living with HIV/AIDS. This course introduces students to the religious and moral dimensions of confronting HIV/AIDS. We will examine the role of religious beliefs and moral values in shaping public attitudes toward the disease and toward those who contract it; tensions between medical and religious perspectives on HIV/AIDS prevention and treatment; contributions of religious organizations to care giving and HIV/AIDS education; and ways that religion helps people cope with loss and death because of this disease. For their final project, students will devise a public health intervention strategy that draws on religious resources, or responds to religious concerns, in addressing HIV/AIDS in a particular part of the world.

How do we determine the truth about some events in the absence of certainty? How was it done in ancient times and, how do we weigh evidence and make decisions today when full information is unavailable? In this course we study the science and mathematics behind decision making and uncertainty. We begin with the history and philosophy behind the subject, using modern and ancient legal cases to motivate the historical study. For example, we consider what constituted sound evidence during the witch trials in Salem, Massachusetts and compare it with evidence used today. We then turn to the development of the fields of probability and statistics, subjects which offer a formal structure for uncertain events. We study these in conjunction with contemporary topics such as entropy theory, secure information transmission, and modern forensic evidence.

A leading expert in Modern Combinatorics wants to share his vision of the subject with the students. The seminar is a perfect background for future specialists in mathematics, physics, computer science, biology, economics, for those who are curious what statistical physics is about, what is cryptography, and how stock market works, and for everyone who likes mathematics.

The course will be organized around the following topics:
1) Puzzles: dimer covering, magic squares, 36 officers
2) Combinations: from coin tossing to dice and poker
3) Fibonacci numbers: rabbits, population growth, etc.
4) Arithmetic: designs, cyphers, intro to finite fields
5) Catalan numbers: from playing roulette to stock market

It is an advanced course intended to introduce students to the fundamentals of Combinatorics and sharpen their methodological skills; students will learn about the history of Combinatorics, its connections with the theory of numbers, its fundamental role in the natural sciences and various applications.

The grades will be based on the exam, bi-weekly home assignments and the participation in the projects (dimers, finite fields, catalan numbers and more). The course requires focus and effort, but, generally, the students are quite satisfied with the progress they make (and their grades too).

From the Course Evaluation: "A difficult but wholly worthwhile course: I feel more competent for having taken it", "I would recommend this FYS to others ONLY if they have a VERY strong affinity for and ability in Algebra (I thought I did, but I was wrong)".
opera, musical theater, and film. The goal of the seminar is to develop students' analytical skills in verbal and non-verbal media and to encourage their visualization of the potential and implications of artistic forms and structures. No ability to read music is required. We will discuss musical, visual, and textual narratives, source materials, and the various means by which such multi-media artworks are transmitted to modern audiences (LPs/CDs, staged performances, movies, and so forth).

**PSYC 063H**  
**FYS: The Psychology of Politics**  
Green, Melanie  
TR 11:00-12:15

*Social & Behavioral Sciences (SS); Communications Intensive (CI)*  
*FIRST YEAR STUDENTS ONLY.*

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

**RELI 068H**  
**FYS: Charisma**  
Tyson, Ruel  
TR 11:00-12:15

*Phil & Moral Reasoning (PH)*  
*FIRST YEAR STUDENTS ONLY*

The term “charisma” has become a cliché. Yet its history will disclose its usefulness to us as we investigate three types of innovative and subversive individuals, the prophet, the scientist, and the poet. Our studies will reveal that these extraordinary persons have strong ties to organizations, bands, sects, groups, parties as necessary conditions for their achievements. This is quite a different picture than the one we receive from contemporary media with its insatiable hunger for glamour of the isolated hero. Again our bias toward an ideology of individualism obscures both history and the dynamics between creative individuals and the conditions supporting and resisting their work. Our cases will be taken from ancient Hebrew prophets, scientists in seventeen and twentieth century England, and poets from nineteenth century England and America. Students will work individually on a case of each type—a prophet, a scientist, and a poet—and in groups on the contexts which encouraged and resisted the work of charismatic individuals. Students will exploit the resources of the campus in their studies as well as ancient and modern sources. The social organization of the class will change according to what the members of the class learn about optimum conditions for encouraging the exercise of the imagination. The instructor is available for conversations about the course. This is a course supported by the Carolina Entrepreneurial Initiative.

**RELI 074H**  
**FYS: Person, Time and Religious Conduct**  
Boyarin, Jonathan  
TR 09:30-10:45

*Phil & Moral Reasoning (PH)*  
*FIRST YEAR STUDENTS ONLY*

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

### III. SPECIALLY-DESIGNED LITERATURE AND COMPOSITION COURSES

**TO SATISFY THE ENGLISH COMPOSITION AND RHETORIC (CR) REQUIREMENT, FIRST YEAR HONORS PROGRAM STUDENTS MUST ENROLL IN A SECTION OF A SPECIALLY-DESIGNED LITERATURE AND COMPOSITION COURSE:**  
CLAS 133H.001, ENGL 132H.001, ENGL 133H.001, ENGL 134H.001, SLAV 198H.001. **THIS COURSE REPLACES ENGL 102 FOR HONORS STUDENTS WHO HAVE PLACED AT THAT LEVEL ON THE BASIS OF THE SAT WRITING, ADVANCED PLACEMENT, OR ACHIEVEMENT TEST SCORES. FOR HONORS PROGRAM STUDENTS WHO PLACE OUT OF BOTH ENGL 101 AND 102, THE COURSE IS OPTIONAL AND WILL SATISFY THE LITERARY ARTS APPROACH (LA) REQUIREMENT. STUDENTS WHO PLACE INTO ENGL 101 MUST TAKE ENGL 101 IN THE FALL SEMESTER, AND MAY THEN TAKE A SPECIALLY-DESIGNED LITERATURE AND COMPOSITION COURSE IN THE SPRING TERM. ALL LITERARY TEXTS ORIGINALLY WRITTEN IN OTHER LANGUAGES WILL BE READ IN ENGLISH TRANSLATIONS.**

**CLAS 133H**  
**Epic and Tragedy**  
Smith, Peter M  
TR 03:30-04:45
In this course we will study two of the most basic forms of Greek literature: epic poetry and tragic drama. We will read the Iliad and Odyssey of Homer and seven plays of Aeschylus, Sophocles and Euripides. We will analyse, discuss, and write about these works not only as unsurpassed examples of imaginative literature--and 'classic' texts which have inspired poets and playwrights all over the world--but also as original examples of two quite different modes of story-telling. So we will be interested, for example, in the Iliad not only for its own sake as the founding text of Greek literature, the final product of centuries of oral tradition and the embodiment of the cultural values and world-view of Greece at the end of the eighth century B.C., but also as a paradigm case of narrative craftsmanship. And we will read several of the great tragedies written in Athens in the fifth century B.C., including Aeschylus' Oresteia, with a view not only to their nature as literary works of art but also to the striking contrast between epic and drama as means of conveying their stories to an audience. (What might have inspired the invention of drama in Athens? Are there differences in the attitudes and assumptions of audiences who prefer one to the other?)

Class meetings will be devoted to discussion of the readings and of the issues raised by them; parts of some meetings will also be in lecture format. Students will be asked to keep an informal journal recording their responses, questions, and insights about the readings; journals should average one thousand words each week. Each week's writing will be read and responded to by the instructor. As time allows, the most useful-for-discussion passages from these journals will be shared and discussed by all members of the course. Texts will include the Iliad and Odyssey, Aeschylus' Oresteia, Sophocles' Oedipus the King, Philoctetes, and Women of Trachis, and Euripides Bacchae.

ENGL 132H  Honors: Intro to Fiction Writing
Wallace, Daniel  TR 12:30-01:45
Literary Arts (LA)
FIRST YEAR STUDENTS ONLY
Writing intensive. Early short assignments emphasize elements of dramatic scene with subsequent written practice in point-of-view, dialogue, characterization, and refinement of style. Assigned short stories from textbook with in-depth analysis of technique, craft, and literary merit. Students will write and revise one full story which will be duplicated for all class members and criticized by instructor and class. The short story will be approximately 10-15 pages long. Revision in lieu of final exam. The course is informal but stringent; students may be asked to write each class meeting. Vigorous class participation in workshop is expected. Required texts: This course (or ENGL 130) serves as a prerequisite for other courses in the fiction sequence of the creative writing program (ENGL 206, 406, 693H). Textbook: Seagull Reader, W. W. Norton; 2 edition (December 19, 2007), Language: English, ISBN-10: 0393930912, ISBN-13: 978-0393930917

ENGL 133H  Honors: Intro to Poetry Writing
McFee, Michael  TR 11:00-12:15
Literary Arts (LA)
FIRST YEAR STUDENTS ONLY
While the prime effort of the course will be the ten poems that each student will write and revise, we will also review closely the basic elements of poetry, such as imagery, figurative language, sound repetition, rhythm, with a mind to the potential of those elements in the student’s own writing. In addition to these readings in the textbook, there will be assignments in texts on the reserve shelf, group reports on fellow students’ poems, quizzes, and a mid-term exam. Each student will also keep a notebook of observations, impressions, quotations, isolated images that may give rise to poems, what have you. Most classes will begin with the reading of a contemporary poem, each student having an assigned day for that duty. For the most part, however, we will be writing poems and attempting to assess their strengths and weaknesses in open class discussion. Text: An Introduction to Poetry, ed. Kennedy & Gioia, 10th edition.

ENGL 134H  Honors: Reading/Writing Women’s Lives
Danielewicz, Jane  TR 11:00-12:15
For Honors students who place into ENGL 102, this course will fulfill the English Composition and Rhetoric requirement (CR). For all others, the course will fulfill the Literary Arts requirement (LA).
This course is open to Honors students at all levels.
In this life-writing course, we will be reading and writing different forms: autobiography, autoethnography, biography, and personal essay. Although our focus is on women writers, both men and women have enjoyed taking this course. Concentrating on the idea of the personal, this course focuses on stories of women's lives or the imaginative work of self-making through writing. In reading published essays (and in writing some of our own), we will investigate questions about self and identity as well as examine how experience, contexts, and characteristics (like gender or race) shape not only stories but persons themselves. The writing assignments, organized around four life-writing genres, will encourage students to experiment by writing these same forms. Given students' interests, writing projects may involve memoir, autobiography, biography, or cultural history (using primary archival research and/or investigating individuals/communities...
outside the university). The course is taught as a workshop that emphasizes writing as a process and fosters active learning, with experiential and collaborative practices. Students are organized into small working groups that act as writing and discussion groups, creating smaller cohorts within the larger classroom community. Our class will culminate in the production of an on-line anthology of writing projects than can include visual and aural components. Published writers will visit as guest speakers. These may include Creative Writing professors and representatives from the Southern Oral History Project. Texts: (1) Possible autobiography or creative non-fiction include The Blue Jay's Dance by Louise Erdrich, The Liar's Club by Mary Karr, and Girl Interrupted by Susanna Kaysen; (2) a Course Pack including selections of personal essays and criticism including Joan Didion, Linda Bradkey, Sidonie Smith, and Joan Scott. (3) Books about writing such as Composing a Life by Donald Murray and The Fourth Genre by Robert Root and Michael Steinberg. (This course was developed with the aid of a Paul and Melba Brandes Course Development Award.)

SLAV 198H  East European Literature
Sherwood, Peter  MWF 11:00-11:50

Literary Arts (LA)
DESIGNED AS A FIRST YEAR SEMINAR. OTHER STUDENTS MAY BE ADMITTED IF SPACE PERMITS. Note First-Year Honors Students – This course will satisfy the Honors comp/lit requirement.

Introduction to the 20th century literature of Eastern Europe (including Croatian, Czech, Hungarian, Polish, Russian, Serbian, and Slovenian). Special emphasis on the questions of memory, witnessing, historical and individual identity in literature. Readings in English.

IV. OTHER HONORS SECTIONS AND SEMINARS

USUALLY LIMITED TO 15 STUDENTS, HONORS SECTIONS AND SEMINARS EMPHASIZE CLASSROOM DISCUSSION AND INTERACTION WITH THE PROFESSOR. PLEASE PAY ATTENTION TO ANY SPECIAL REGISTRATION NOTES (SUCH AS PREREQUISITES, OR PERMISSION REQUIRED FOR ENROLLMENT). UNLESS OTHERWISE NOTED, ALL REGISTRATION AND WAITLISTS FOR THESE COURSES WILL BE HANDLED EXCLUSIVELY THROUGH THE HONORS PROGRAM OFFICE (225 GRAHAM MEMORIAL).

AMST 334H  Defining America: Part I
Kasson, John  TR 02:00-03:15

Historical Analysis (HS); North Atlantic World (NA)
(Amst 34H choice of Aesthetic, Philosophical, or Historical.)
INTENDED FOR RISING JUNIORS AND RISING SOPHOMORES

This honors course is interdisciplinary in its inquiry and methods. It combines history, literature, and the visual arts in studying eight topics, ranging chronologically from the early eighteenth century through the civil War. Our first topic, the story of the Williams family of Deerfield, Massachusetts, will rely on a secondary account by the historian John Demos. We will aim to emulate some of his methods in studying the primary materials in the following units: the rise of Benjamin Franklin; Thomas Jefferson and the construction of republican identity; the Cherokee Removal; African-American slave narratives; woman’s rights and woman’s “sphere”; Walt Whitman and the creation of a democratic self; Abraham Lincoln and the meaning of Union.

Readings will include: John Demos, The Unredeemed Captive; Benjamin Franklin’s Autobiography; selections from The Portable Thomas Jefferson; materials on the Cherokee removal; writings by Margaret Fuller, Catharine Beecher, Angelina Grimke Elizabeth Cady Stanton; a choice of antebellum slave narratives; Walt Whitman, Leaves of Grass (1855 edition); and selections from The Portable Abraham Lincoln. The aim of the course is to learn about the rich experience and imaginative life of earlier America and how to think about it in fresh, eye-opening ways.

Students will write short essays on each of the principal units of the course.

ANTH 438H  Concepts of Nature: Cross-Cultural Perspectives
Johnson, Norris  TR 02:00-03:15

Philosophical and Moral Reasoning (PH) (138H)

This seminar surveys and interprets selected cross-cultural conceptions of 'nature' with emphasis on specific features deemed to be nature: water; trees; the earth itself, as well as celestial phenomenon (Luna; stars; constellations, in particular). Concepts of nature are implicated in the genesis of spiritual and religious traditions. We therefore also will study the idea of the sacred (often believed embodied, physically manifested, as what we term nature) within religious traditions such as Buddhism, Hinduism, Islam, Judeo-Christianity, and Taoism.

The goals of this seminar are: (1) to impart factual knowledge of concepts of ‘nature' occurring in a variety of sociocultural traditions; (2) to learn principle similarities and differences between concepts of nature, studied cross-culturally; (3) to identify the manner in which the phenomenology of specific features of nature can be interpreted as embodying corresponding meanings associated with those features of nature.

Throughout this seminar, you will gain experience in and are expected to demonstrate the ability: (1) to read assigned materials critically,
identifying in each case various conceptions of nature, landscape, and environment; demonstrate mastery of relevant vocabulary and concepts; (2) demonstrate ability to display understanding of assigned materials, verbally as well as in writing; (3) to participate constructively in seminar discussions. Several short essays are required, as well as a 10-15 research paper centered on examination of a specific feature of nature using seminar concepts, principles, and methods of interpretation. Students will frame, research and write, then present to the seminar original research on comparative studies of concepts of nature.

BIOL 101H Principles of Biology
Desaix, Jean S
TR 12:30-01:45

Physical and Life Science (PL) (11H GC/BA Natural Science Perspective)
An introduction to the fundamental principles of biology including molecular and cellular biology, physiology, development, evolution and ecology. Lecture and text material will be supplemented with additional readings, case studies, class discussions and presentation of student researched topics. There will be three tests and a final exam.

BIOL 526H Computational Genetics
Vision, Todd
TR 11:00-12:15

Prerequisites, BIOL 202 and COMP 101 and STOR 155 (or permission of the instructor).
Modern biological research relies heavily on computers to manage and make sense of ever-growing volumes of data of ever-increasing complexity. Computational tools are needed to help make sense of everything from DNA sequences to global biodiversity hotspots. This interdisciplinary seminar pulls together threads from computer science and statistics used to study computational approaches to problems in one of the most information-rich disciplines of biology, genetics and genomics. The seminar will involve hands-on projects exploring topics such as building phylogenetic trees, understanding global patterns of gene expression, and genetic mapping, it will give students the opportunity to hone their scientific writing and presentation skills, and it will give students a taste of independent research in computational biology. It is aimed at life science students who have an affinity for mathematical puzzles and programming.

CHEM 102H Advanced General Chemistry
Morse, Carolyn
TR 11:00-12:15

Physical & Life Sciences (PL) (25H GC/BA Natural Science Perspective)
FIRST YEAR STUDENTS ONLY WITH INSTRUCTOR’S APPROVAL VIA EMAIL (cmorse@email.unc.edu) OR AS PERMITTED BY CHEM DEPT PERSONNEL AT SUMMER C-TOPS SESSIONS.

This course is designed for freshmen that have (1) received advanced placement credit for CHEM 101, 101L (and possibly 102,102L) through the CEEB Advanced Placement Program or through the Department of Chemistry or (2) completed two years of high school chemistry. Students who have not received placement credit for CHEM 101, 101L will receive 4.0 semester hours credit for these courses upon successful completion of CHEM 102H, 102L. Credit for MATH 231 or concurrent enrollment in MATH 231 is required.

This course focuses on a more in-depth treatment of certain topics traditionally covered in a two-semester freshman course chemistry sequence. The topics covered have been identified by the Department of Chemistry faculty as essential for a good foundation for more advanced study in chemistry and other areas of the basic and applied sciences. Other traditional freshman chemistry topics will be integrated into the lecture discussion and problem assignments for purposes of review. The textbook and lectures requires a solid high school background in algebra and coordinate geometry. Differential and integral calculus will be used only where necessary and with explanation.

CHEM 241H Honors Analytical Chemistry
Schoenfisch, Mark
MWF 10:00-10:50

Prerequisite: CHEM 102 (CHEM 21) or CHEM 102H (CHEM 25H) and enrollment in CHEM 245L-401/402 also.

This course will deal with the basics and some contemporary examples of four aspects of analytical chemistry measurements: methods for the separations of chemicals, the uses of absorption or emission of light by molecules for chemical analysis, the principles and study of chemical equilibria, and the potentials of electrochemical cells. This course will include additional topics from the current analytical chemistry research literature, and discussions of the sociology and economics of academic science and the world of research publishing. The reading material will be a standard beginning analytical chemistry text (probably Harris' Quantitative Chemical Analysis) and reprints of current literature. The course should appeal to students considering chemistry as a professional career and/or those who seek an appreciation of what analytical chemists do in current research.

CHEM 245L Honors Analytical Methods Laboratory
Tiani, Domenic
W 01:00-03:50
This lab focuses on teaching students a wide variety of analytical methods in a real world setting. Labs emphasize working as a team and involves both in-field and in lab analysis. Typically we try to make the lab an APPLES service learning lab where we partner with an organization in the community, but there is no guarantee. In the fall 2007 semester we worked with Orange County Water and Sewage Authority (OWASA) on a variety of Watershed Studies. Regardless of whether we partner with APPLES, students will perform fieldwork and will work with real world samples collected by the students. This lab will teach students a variety of chromatographic and spectroscopic techniques, sample preparation, sample collection, and statistical analysis of experimental data.

**CHEM 245L  Honors Analytical Methods Laboratory**
Tiani, Domenic  T 01:00-03:50

This lab focuses on teaching students a wide variety of analytical methods in a real world setting. Labs emphasize working as a team and involves both in-field and in lab analysis. Typically we try to make the lab an APPLES service learning lab where we partner with an organization in the community, but there is no guarantee. In the fall 2007 semester we worked with Orange County Water and Sewage Authority (OWASA) on a variety of Watershed Studies. Regardless of whether we partner with APPLES, students will perform fieldwork and will work with real world samples collected by the students. This lab will teach students a variety of chromatographic and spectroscopic techniques, sample preparation, sample collection, and statistical analysis of experimental data.

**CHEM 261H  Honors Organic Chemistry I**
Waters, Marcey L  TR 09:30-10:45

**Prerequisite:** CHEM 102 (21) or CHEM 102H (25H).

Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships; classification of "reaction types" exhibited by organic molecules using molecules of biological importance as examples. This course will be similar to CHEM 261 (61) with a more in-depth treatment of material, a greater emphasis on class discussion and some use of computer modeling techniques.

**CHEM 395  Research in Chemistry for Undergraduates**

You cannot register for this course in the Honors Office. Information available in Chemistry Office of Undergraduate Studies, 203 Venable. (99)

**Prerequisites:** One CHEM course numbered 420 (120) or higher and permission of instructor and Vice Chair for Undergraduate Studies.

For advanced majors in chemistry and the applied science curriculum who wish to conduct a research project in collaboration with a faculty supervisor. Restricted to on-campus work. May be taken repeatedly for credit but CHEM 395 (99) and 396 (101) together may not be counted for more than nine hours total credit toward BA and BS degrees in Chemistry, nor more than six hours total credit toward biochemistry track of the BS degree and CHEM 395 (99) may be counted for no more than three hours credit toward the advanced Chemistry elective category of the BS degree.

**Work done in CHEM 395 (99) may be counted towards honors in Chemistry by petition to the Honors Committee of the department. Students who take CHEM 395 (99) more than once can only count it as one “Honors” course.**

**COMM 562H  African-American Church in Local Contexts**
Pollock, Della  TR 11:00-12:15

What is the role of the African-American church in local histories of race and class relations? What can we learn about community, faith, and history through the lived experience of its participants? How do members of a congregation represent themselves to themselves in their respective performances of self, ritual, and history? What can performance offer in return? In this course, we will be working in service, learning, and collaborative performance relationship with members of a local African-American church to explore their histories with these questions in mind. Desegregation challenged communities of color in the South. What Orlando Patterson has so evocatively called the ordeal of integration often meant the elimination of family/teacher/student communities that formed around black schools. The church, however, often remained a resilient institution, proving a crucial site of fellowship and activism. In this class, we will pursue understanding the nature and power of the church as a site of community by 1) seeding an education in service, 2) deep listening and re-telling, 3) and ethnographic participation. The primary, absolute prerequisites for this course are active curiosity; determination to serve and learn; and readiness to be changed by listening. This is an APPLES service-learning course. Expectations for collaboration with our community partners will exceed the minimum hours set by the APPLES program. The course is designed to respect students intensive involvement in service activities. This is the third year of this grant-funded project, developed in partnership with St. Joseph’s C.M.E. in Chapel Hill.
Historical Analysis (HA); North Atlantic World (NA)
Requires approval from the Department of Dramatic Art.

The honors section of costume history is an adjunct to the regular section of the class and seeks to provide additional depth as well as vocabulary. The companion course provides an overview of Western costumes from Ancient Greece to the 1950’s. The course examines the development and evolution of men’s and women’s clothing with the historical and social context of each time period and focuses on not only on what is worn, but why. Images illustrate important garments from each period giving the students a visual reference to the terms and ideas discussed in the lectures. The honors supplement concentrates on developing additional vocabulary and facility with period silhouettes as well as considering cycles of fashion.

ECON 101H  Introduction to Economics
Salemi, Michael K.  TR 08:00-09:15
Social and Behavioral Science/Other (SS) (10A GC Social Science Perspective)
There are no prerequisites for this course.

The purpose of this introduction to economics is to change the way students look at the world. To that end, the course focuses on core economic concepts and provides students with many opportunities to practice using those concepts in contexts like they will encounter throughout their lives. Success in this course cannot be determined on the day of the final examination–only later when students show they understand what economics has to say about taxes, environmental rules, trade agreements, free markets, unintended consequences of well-intended policies, and other issues. Each class will combine instructor presentations and hands-on activities including discussion of economic writings, games and simulations, discussion of news articles, data analysis, and others. Text: Frank and Bernanke, Principles of Economics, Custom edition.

ECON 410H  Micro Theory
Norman, Peter  TR 09:30-10:45
ECON 101 (10) and MATH 152 (22) or equivalent.

The primary focus of the course is on the function of markets and how markets work to allocate resources and distribute income. Topics included in the course are supply and demand, consumer behavior, theory of the firm, market structure, and welfare economics. One of the purposes of the course is to help students learn how to apply microeconomic principles to economic questions. For this reason, problem sets are assigned and considered to be an important part of the course. The honors section is offered in order to provide students with the opportunity to gain a somewhat greater breadth and depth of knowledge than in other sections. Calculus will be used.

ENGLISH DEPARTMENT HONORS COURSES

THE FOLLOWING TWO ENGLISH HONORS COURSES (120H & 225H) REQUIRE THE PERMISSION OF PROFESSOR GEORGE LENSING. YOU CANNOT REGISTER FOR THESE COURSES IN THE HONORS OFFICE. IF YOU WISH TO TAKE ONE OF THESE COURSES, YOU SHOULD EMAIL DR. LENSING (LENSING@EMAIL.UNC.EDU). PLEASE INCLUDE THE FOLLOWING INFORMATION IN YOUR EMAIL: 1) PID#; 2) OVERALL GPA; 3) ACADEMIC YEAR OF STUDIES; 4) MAJOR; AND 5) 3 OR 4 ENGLISH COURSES COMPLETED WITH NAMES OF PROFESSORS AND GRADES ASSIGNED. IF YOU WISH TO SPEAK WITH DR. LENSING, YOU MUST SIGN UP FOR AN APPOINTMENT. A SIGN-UP SHEET IS AVAILABLE ON HIS OFFICE DOOR IN GRAHAM MEMORIAL, ROOM 207.

ENGL 120H  British Literature: Chaucer to Pope
Wittig, Joseph  MWF 09:00-09:50
Literary Arts (LA); North Atlantic World (NA); World Before 1750 (WB)

This course is an introduction to, and an overview of, British literature, from the oldest known poem in English (c. 680) to the end of the “neo-classical” period (late 18th century). In it we sample some texts from each of the periods (Old English, Middle English, Renaissance, Seventeenth Century, Eighteenth Century), and we study closely representative genres (elegy, satire, narrative verse, love songs and sonnets, drama, epic, and some prose) as well as representative authors (“Caedmon,” Chaucer, Wyatt, Sidney, Spenser, Shakespeare, Queen Elizabeth, Mary Sidney Herbert, John Donne, Ben Johnson, Aemelia Lanyer, George Herbert, Andrew Marvell, John Milton, Jonathan Swift, Alexander Pope, Samuel Johnson). Emphasis will be on gaining a sense of the mood and spirit of each period, of representative kinds of writing (chiefly poetry), of poetic form, and the course will stress careful and appreciative reading. There will be two short (4-6 page papers), a midterm and final exam. and a Blackboard discussion forum. Text: Norton Anthology of English Literature. Eighth Edition. Volume I (OR in the separate fascicles A, B and C).

ENGL 225H  Studies in Shakespeare
Studies in Shakespeare. Our mutual goals in Engl 58 are to learn as much as we can about Shakespeare and his times, about the enduring effects literature exerts upon our individual and shared histories, and about the techniques of literary interpretation in general. More specifically, this course aims to develop reading strategies and to present historical information that will allow students to undertake independent interpretations of Shakespeare's plays. Accordingly, we will study anywhere from 10 to 12 plays, giving persistent attention to the intellectual, social, and political contexts in which the plays were written and first produced. Through the use of video-tapes, we will also study some of the ways in which specifically dramatic aspects of the plays - directorial decisions, visual effects, etc. - condition our responses to Shakespeare's printed texts.

We will work through various implications of the theory that readers themselves supply part of what they find in literary texts. Because reading involves complex acts of selection, projection, and connection, students will be expected to participate actively in discussions. "Participation" will mean readiness, on our Web Forum and in class meetings, (1) to describe one's own reactions to Shakespeare's texts, (2) to notice and develop changes in those responses, changes which result from hearing the interpretations of others; from successive re-readings of the text; and from witnessing stage or film performances, and (3) to seek to understand contrasting interpretations proposed by fellow students as well as the professor. This multifaceted participation will count for roughly 20% of each student's course grade; regularity, reflectiveness, evidence of rigorous reading, and constructive engagement with fellow students will be its measures of quality. I expect to include the following plays in our work, but I am open to making changes if a number of students express an interest in working on other plays: Romeo and Juliet, A Midsummer Night's Dream, Henry IV, part i; Henry V, Much Ado About Nothing, The Merchant of Venice, Twelfth Night, Hamlet, Othello, King Lear, The Tempest.

Exams, papers, and quizzes: There will be a midterm, two papers (6-8 pages; 10-12 pages), and a comprehensive, three-hour final.

Social Science Perspective
Crosslisted with POLI 239H

The motto of the class is "critical thinking in a collaborative setting." Students participate as apprentices in the research of the professor, which corresponds to the original medieval idea of the university as universitas magistrorum studentiumque. Few lectures, mostly discussions. Factual material must be mastered from the readings. Emphasis on interactions outside class, including chats over coffee. Close personal relations among all members of the class should contribute to vigorous intellectual discussions inside and outside class.

FREN 203H Intermediate French I Honors
Wilkinson, Paul MWF 10:00-10:50

Foreign Language Requirement (FL) (3A)
PREREQUISITE: A final grade of A, A-, or B+ in FREN 102 (2), 105 (2X), 111 (1-2), 401 (14) or equivalent.

This third-semester course stresses active use of vocabulary and structures to discuss French and American cultural topics, as well as personal reactions to current questions. Students review basic grammar largely on their own so that class time can be devoted to directed conversation, group and partner activities for practicing vocabulary and structures, and brief presentations of new grammar points. Development of reading and writing skills is emphasized as well. Texts: Jarausch and Tufts, /Sur le vif/, Cahier d'exercices écrits et de laboratoire, 4th edition.

FREN 204H Intermediate French II Honors
Pruvost, VC MWF 11:00-11:50

Foreign Language Requirement (FL) (4A)
PREREQUISITE: A final grade of A, A-, or B+ in FREN 203 (3) or equivalent.

This fourth-semester course stresses reading and writing skills while speaking skills are further developed through discussions of texts in French. Readings, both literary and cultural, serve as the background for the oral and written work around topics related to art, traditions, relationships, the influence of the past on the present in the French and francophone world. Video and film are also integrated into the course. Texts and exams are the same as for other sections, but the small class size allows for greater exploration of the readings and more participation. Texts: Furry and Jarausch, /Bonne continuation/, second edition, Student Activities Manual.

FREN 255H Conversation I Honors
Antle, Martine TR 02:00-03:15

Communication Intensive (CI); Foreign Language Enhancement (FI) (023A - Elective)
PREREQUISITE: A final grade of A, A-, or B+ in FREN 204 (4) 212 (3-4), 402 (15) or equivalent.

This fifth-semester language course seeks to develop the ability to communicate with reasonable speed and accuracy in French on a variety of topics relating to contemporary French society and culture. Emphasis on vocabulary, grammatical accuracy and correct pronunciation in communication; reading and writing activities support speaking. Text : Oukada, /Controverses /and Cahier d'activités.

FREN 260H Highlights/French Literature
Jarausch, Hannelore MWF 09:00-09:50

Literary Arts (LA) (GC/BA Aesthetic/Literature Perspective)
PREREQUISITE: A final grade of A, A-, or B+ in FREN 204 (4), 212 (3-4), 402 (15) or equivalent.

This fifth semester course introduces students to some of France's major literary figures and movements from the Renaissance to the present through a chronological survey of poetry, prose, and theatre. A main objective of the course is the development of students' analytical skills. In-class discussion is heavily emphasized. The class is conducted entirely in French.and written assignments are also done in the language. Texts: Schofer, Rice, Berg, /Poèmes, pièces, prose: Introduction à l'analyse des textes littéraires français/ and additional readings (one novel, an additional play).

GERM 101H Elementary German Honors
Langston, Richard MTWF 02:00-02:50

Foreign Language (FL) (1A)
The course covers the same material as the regular GERM 101 sections, but places greater emphasis on attaining a stronger basic conversational fluency. Texts are the same as for GERM 101, but with additional enrichment through auxiliary cultural materials. As conversation is the primary focus of this course, students should be ready to talk. Same exams and final as in regular GERM 101 sections.
GERM 203H  Intermediate German Honors
Wegel, Christina  MWF 09:00-09:50

Foreign Language (FL) (3A)
PREREQUISITE: GERM102 (GERM 2) or 102H, placement, or permission of the instructor.

Communication-rich, culturally intensive, and grammar-sensitive. Immersion environment. 203H moves beyond 203 insofar as students explore, create and perform in class and online more intensively with the German language. Background requirements: A or B work in GERM 102 or placement as well as 3.0 overall GPA. Same exams and final as in regular GERM 203 sections.

HIST 179H  Childhood in America
Kasson, John  TR 11:00-12:15

Historical Analysis (HS); North Atlantic World (NA) (49H GC Other Western Historical Perspective)

By studying key texts and topics in the history of childhood in the United States over more than a century, this course seeks to engage students with a rich variety of historical issues, methods, and sources—including letters, novels, photographs, paintings, and films. We will examine the changing construction of childhood and experiences of children (emphasizing preadolescence) from the early nineteenth to the mid-twentieth century. In our last unit, we will consider perspectives on children in recent America and invite students to propose materials that might serve as historical “documents” of the past quarter century. The course will focus on how childhood and children are valued-economically, emotionally, and symbolically-in changing economies and cultures from plantation slavery through industrial production to the emergence of a consumer society. A principal question we will pursue is, what is the relationship between what the sociologist Viviana Zelizer calls the emotionally priceless, economically useless, middle-class child and the economically valued, emotionally vulnerable child worker? Has this split been resolved in twentieth-century consumer culture, and, if so, on what terms? How are children valued today? By the end of the course, students should have an enhanced understanding of how childhood is profoundly shaped by historical circumstances and also a sense of the fascination of the larger field of cultural history.

HNRS 352  Is There Dinner? Toward Understanding an Endangered Species
Ferguson, Dr. James G., Jr (History)  T 03:30-06:00

Social & Behavioral Science (SS)
(Old curriculum=HNRS 30, GC/BA Social Science Perspective)
INTENDED FOR JRS. PERMISSION REQUIRED FROM PROF. FERGUSON (jgferguson@email.unc.edu)

When first offered in 1997, Eats 101, as it became quickly known “on the street,” was a slightly naïve and timid enquiry into “food and culture.” Post 9/11, the class is neither naïve nor timid. The petroleum shock of spring 2008 underscored the cost of food transport as well as the ethics of raising corn for fuel. “Slow Food,” organic, and local were joined by the grim reapers of a spreading epidemic of crop shortage, rampant obesity, and Type II diabetes. Fast Food Nation and Supersize Me raised issues now subsumed as The Omnivore’s Dilemma and In Defense of Food now focus our attention on food “entitlement” and its consequences. Traditional communal meals are disappearing for many—the impact only dimly understood, if even pondered. Thus to contour the present, Eats 101—the spirit of Janus as its guide—peers simultaneously at the past and the future.

We start and end with science and judgment, epistemology ever our muse. Archaeological research has pushed back the formal frontiers of articulated cuisine to 3200 BCE. From geosynchronous satellite to pick and shovel, archaeological, ethnographic, climatic, and archival research has yielded detailed records of quotidian food practices—among them continuous data from the 16th Century to the present day of a Burgundian working farm. Historians shed light on and dramatically revise earlier notions and official orthodoxies about medieval and monastic life, revealing that it was anything but primitive and "dark" A brush with medieval hagiography provides an analysis of women's spirituality and food while setting the stage for considering such other dark sides of disordered eating as anorexia and bulimia. We also take a hand in applied judgment/journalism through brief excursions into the restaurant reviewing process.

Successive weekly turns of the kaleidoscope find us examining ritualistic food practices through the ancient rubric of the Old Testament, a sense of place, artistic expression, and evolving customs and manners at (or not) table. Inexorably the urgent press of current issues vectors us in the direction of ethics/sustainability, global economics, epidemiology, biochemistry and nutrition, and evolutionary biology.

Students are required to undertake a major research project/paper which treats food and culture from the point of view of one or more of these disciplines.

Field trips occur during the semester, among them an excursion into the medieval imagination and visits to neighboring producers, purveyors, and markets—all aimed toward providing insight into the complex interaction among culture, economics, climate, and region.

In addition, students are required to schedule their commitments to enable continuing discussion with faculty and participation in dinners following class. Weekly participation in e-mail discussions of course readings is required.

Dr. Ferguson has a Ph.D. in Social Psychology and MA in Sociology--both from UNC. His research interests include judgment, ongoing work on food and the church in medieval France, biochemistry and nutrition, as well as food ritual and performance as cultural transmitters.
HNRS 352  Spanish Sociolinguistics  Binotti, Lucia (Romance Languages)  TR 02:00-03:15  

Social & Behavioral Science (SS), North Atlantic World (NA)  
(Old curriculum=HNRS 30, GC/BA Social Science Perspective)  

Sociolinguistics is the study of language in its social context and the study of social life through linguistics. Broadly defined in this way sociolinguistics is a vast interdisciplinary field. It subsumes many different traditions of study which have their own titles as well as their own established methods and priorities. In fact sociolinguistics is the best single label to represent a very wide range of contemporary research at the intersection of linguistics, sociology and social theory, social psychology and human communication studies. Sociolinguistics is probably the most active but also the most diverse area of contemporary language studies. Among its main concerns have been:

- How are forms of speech and patterns of communication distributed across time and space?
- How do individuals and social groups define themselves in and through language?
- How do communities differ in the ‘ways of speaking’ they have adopted?
- What are typical patterns in multilingual people’s use of languages?
- How is language involved in social conflicts and tensions?
- Do our attitudes to language reflect and perpetuate social divisions and discrimination, and could a better understanding of language in society alleviate these problems?
- Is there a sociolinguistics theory of language use?
- What are the most efficient, and defensible, ways of collecting language data?
- What are the implications of qualitative and quantitative methods of sociolinguistics research?

This course arises these theoretical and methodological, but also practical, issues specifically focusing on the Spanish speaking world and on the relationship of Spanish with English. Spanish is one of the most widely spoken languages of the world, and its extension and diversity provides the linguist and the student with an immensely productive field of analysis. There has not been a course in Spanish sociolinguistics at UNC to date.

HNRS 352  International Migration  Steiner, Niklaus (Ctr for Global Initiatives)  R 03:30-06:00  

Social and Behavioral Sciences (SS)/Global Issues (GL)  
(Old curriculum=HNRS 30, GC/BA Social Science Perspective)  
INTENDED FOR JUNIORS AND SOPHOMORES  

While the global movement of products, services, ideas, and information is increasingly free, the movement of people across borders remains tightly controlled. This control over international migration is a highly contested issue, and it is complicated by the fact that never before have so many people had the ability to move from one country to another while at the same time governments have never had so much power to control such movement. This class explores the moral, economic, political, and cultural dimensions of this movement across international frontiers. The class will be based on discussions (as opposed to lectures) and we will tackle a diversity of questions such as: Do we have an obligation to let poor people into our rich country? How do foreigners affect national identity? How should citizenship be allocated? Should NAFTA open its borders like the EU has? We will pay particular attention to the distinction between migrants who move voluntarily (immigrants) and those who are forced to flee (refugees) - is this an important distinction to make and does one group deserve admission more than the other?

[Seminar in the Civic Arts are taught by outstanding individuals from around the state and nation who exemplify the highest standards of citizenship and public service. Seminar participants are encouraged to consider the relationship between ideas and civic action and between their own roles as scholars and citizens. The specific topic of each seminar will vary according to the experience and expertise of the person leading it.]

HNRS 352  Conspiracy Thinking in Contemporary America  Daniels, Robert (Anthropology)  R 11:00-01:45  

Social and Behavioral Science (SS)  

This course raises issues which are fundamental to any social analysis. The object of this course is thus an examination of the empirical and epistemological bases of what we know about our society, its current events and recent history. One of our main methods will be to seek to separate fact from interpretation, to distinguish what we ‘know’ as an uncontested ‘fact’ from what we ‘know’ as a widely accepted, or seemingly obvious pattern of ‘facts’. This is, of course, only approximately possible since perception (pattern recognition) is based on prior structure and is inherently purposeful and self-confirming. We are thus prone, particularly when considering complex and ambiguous situations, to fall victim to our own wishful thinking (we tend to hear what we want to hear, we see what we are looking for, and we more easily comprehend that which fits our prior understandings). Nonetheless it is vital that we constantly seek to differentiate the “known facts” We need to differentiate between the imaginable, the possible, the plausible, and the probable. Not all interesting stories or webs of
interpretation can be true. The object of this course is not to teach any particular interpretation of, belief about, or opinion concerning any historical events. This is not a course in the instructor’s beliefs and opinions. Nor is this course a guessing game about my interpretations. Just ask; I’ll be glad to tell you what I think about any of the topics we consider, since my understandings are not the basis for evaluating your work in the course. This is not a course in what to think. This is a course that examines different ways in which we think.

HNRS 354 The Elements of Politics III: Ancient and Medieval
Goldberg, Larry (English) MW 03:00-04:15

Philosophical and Moral Reasoning (PH). (Old curriculum=HNRS 32 - GC/BA Phil Perspective)
INTENDED FOR STUDENTS AT ALL LEVELS. Permission required from Prof. Goldberg. Email: lagoldbe@email.unc.edu; office hours, MW: 3:45-6:15, and by appointment. 328 Greenlaw

The two basic strands of western political thought may be said to originate from Athens and Jerusalem. In this semester of "The Elements of Politics" we turn from the former to the latter and explore political perspectives as they grow out of the principal religions of the middle east–Judaism, Christianity and Islam. Texts to be explored are the Bible and works of various theologians, including Augustine, Aquinas, Alfarabi and Maimonides. We shall also read works of Dante and some others, including Plato. Certain tensions exist between the claims of revelation and those of reason and hence between religion and philosophy and the varying ways in which they confront politics and political fundamentals. The city of man is not obviously in harmony with the city of God. In particular, the question of the best regime, the nature of law and the proper authority of reason loom as perplexities. We shall attempt to follow along as our authors grapple with these matters. There will be several short papers and a final essay of six to ten pages. Daily class preparation is expected since the course will be conducted as a seminar.

HNRS 354 The Elements of Politics VII: Early Twentieth Century
Goldberg, Larry (English) MW 04:30-05:45

Philosophical and Moral Reasoning (PH). (Old curriculum=HNRS 32 - GC/BA Phil Perspective)
INTENDED FOR STUDENTS AT ALL LEVELS. Permission required from Prof. Goldberg. Email: lagoldbe@email.unc.edu; office hours, MW: 3:45-6:15, and by appointment. 328 Greenlaw

This seminar will continue "The Elements of Politics" into the first half of the twentieth century. We shall confront the sharpening "crisis in western thought," reflected in two world wars, revolution, and the rise of fascism and totalitarianism. We shall read authors such as Husserl, Heidegger, Dewey, Conrad, Freud, Sartre, Kafka and Yeats. We shall commence with two works that were written in the nineteenth century but are highly prophetic for the twentieth: Turgenev's Fathers and Son and Nietzsche's Beyond Good and Evil. As usual, our aim will be to grasp the fundamentals of each author by confronting each text on its own terms through discussion, several precis and a final essay. (This course was developed with the aid of a Paul and Melba Brandes Course Development Award.)

HNRS 355 Arabs and the West: Myths and Realities
Amer, Sahar (Asian Studies) TR 02:00-03:15

Students who have previously taken ASIA 51 and/or ASIA/INTS/FREN 451 with Professor Amer should not register for this course. NO FIRST YEAR STUDENTS.
This course was funded by the Morehead Alumni – Mebane M. Pritchett Fund, which supports the development of new honors seminars.

This interdisciplinary course will question some of the most common Western (European and American) misconceptions of the Arab Islamic world, particularly the enduring association between Arabs and Muslims on the one hand and violence and eroticism on the other. We will focus in particular on the following questions: Why have images of the Oriental despot, the terrorist, the harem or the veil become such powerful modes of structuring the Arab Islamic world? What ideological and economic power structures have contributed to the development and persistence of such stereotypes throughout the centuries? What key literary, artistic and cultural works has the West produced to express both its attraction to and fear of the Orient? In addition to uncovering some of most persistent Western myths about the Arab world, we will examine some of the forgotten "realities" of Arabs and Muslims. We will discuss in particular some of the key contributions of the Arab Islamic world to Western civilization, and we will analyze a selection of literary and artistic compositions by Arab authors in response to Western stereotypes. Rather than uncovering a "clash of civilizations," these counter-narratives will provide us with an alternative literary history through which to view the great diversity of the Arab world and to appreciate the complex relations between the Arab world and the West today.

HNRS 356 The History of Hip Hop
Hall, Perry (African & African American Studies) TR 11:00-12:15

CAROLINA AND JOHNSTON SCHOLARS’ SEMINAR. Designed by undergraduate scholars in collaboration with various university instructors. The instructors and topics change each year. Five seats are reserved for Honors students who are not Carolina or Johnston Scholars.

This course will examine the emergence and impact of Hip Hop music and culture in historical, aesthetic, as well as social terms. The examination will consider Hip Hop as an extension of the processes through which African American musical forms emerge historically. Its
influence as a broad force in mainstream culture and its development as a global phenomenon will also be considered. In addition the course will focus on the social force of Hip Hop culture in terms of its ability to carry the formative ideas and sentiments of the local and global communities which it informs.

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<tr>
<td>LING 101H</td>
<td>Introduction to Language</td>
<td>Smith, Jennifer</td>
<td>MWF 01:00-01:50</td>
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Social and Behavioral Sciences/Other (SS) (30A GC Social Science Perspective).

This course provides an introduction to the field of linguistics, which can be defined as the scientific study of language. Throughout the semester, we will examine a number of subfields which make up the core of contemporary linguistic research. These include syntax (the study of sentence structure), morphology (the study of word formation), phonetics and phonology (the study of speech sounds and sound systems), historical linguistics, sociolinguistics (the study of language in society), language acquisition, and language and the mind.

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<tr>
<td>MATH 233H</td>
<td>Multi-Variables Calculus I</td>
<td>Rimanyi, Richard</td>
<td>MWF 11:00-11:50</td>
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Quantitative Intensive (QI)

Prerequisite: At least a B+ in MATH 232 at Carolina or a 5 on the BC Calculus exam and permission of the Mathematics Department. Must obtain permission by contacting Ms. Susan Meyer at sjm@unc.edu

Level: This is the Honors section of MATH 233. It offers a more demanding and deeper treatment than the regular sections. Also, it includes more abundant applications to physics and interesting "word problems" than plain MATH 233.


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<tr>
<td>MUSC 232H</td>
<td>Theory: Musicianship III</td>
<td>Anderson, Allen</td>
<td>MWF 10:00-10:50</td>
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Communication Intensive (CI); Visual & Performing Arts (VP)

BY PERMISSION OF INSTRUCTOR. Corequisite: MUSC 232L

A version of MUSC 232 for selected advanced students.

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<tr>
<td>MUSC 390H</td>
<td>Music in America During World War II</td>
<td>Fauser, Annegret</td>
<td>T 02:00-04:50</td>
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Communication Intensive (CI); Visual & Performing Arts (VP)

This seminar will examine the various roles of music in America during World War II. Composers like Samuel Barber, Marc Blitzstein and Aaron Copland were active as soldiers and civil servants, contributing their music to the war effort with works such as Copland's Fanfare for the Common Man and Blitzstein's Airborne Symphony. Jazz, film music, and other popular genres similarly responded to the war. Musicians themselves were involved in the propaganda and diplomatic activities of the Office of War Information, the State Department and U.S.O. In this seminar we will explore these and other war-time roles of music and musicians through readings and research projects. No prior musical knowledge or abilities are required.

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<tr>
<td>MUSC 390H</td>
<td>Hildegard of Bingen, medieval poet and composer</td>
<td>Vlhova, Hana</td>
<td>TR 09:30-10:45</td>
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Communication Intensive (CI); Visual & Performing Arts (VP)

Hildegard of Bingen (1098-1179) is known as an exceptional medieval female author of liturgical texts and chants. In her creative achievements, which she understood as reflection of "celestial harmony", she put her visonal experience in words and music. Her work represents an extraordinary enlargement of the medieval musical repertory. In the seminar, we will learn about Hildegard's life and work, and try to understand her individuality in the context of the broader twelfth-century cultural development. No musical knowledge (or knowledge of the Latin language) are required.


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<td>NUTR 295</td>
<td>Undergraduate Research in Nutrition</td>
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Nutrition. (Formerly NUTR 98) For undergraduates enrolled in the department’s bachelor’s degree program. Directed readings or laboratory study on a selected topic. May be taken more than once. Students who take Nutrition 295 (98) more than once can only count it as one Honors course.

PHIL 160H Introduction to Ethics
Lycan, William TR 09:30-10:45

Philosophical and Moral Reasoning (PH) (22H GC Philosophical Perspective)
There are no prerequisites.
This course is an Honors-level introduction to the elements of moral reasoning and deliberation. What sorts of factors should I consider in making a moral decision, and how and why do they matter? We will examine a few classic theories of moral right and wrong, such as John Stuart Mill's Utilitarianism and Immanuel Kant's Categorical Imperative. Then we shall investigate a number of controversial moral issues, applying the classic theories and also seeing what they overlook. The special topics will be chosen by the students collectively, but may well include abortion, capital punishment, or euthanasia.

PHIL 170H Social Ethics and Political Philosophy
Hill, Thomas, Jr. TR 11:00-12:15

Philosophical & Moral Reasoning. (37H GC Philosophical Perspective)
A study of selections from classic works in political philosophy from Thomas Hobbes to John Rawls. Questions include: What is the source of political authority and the obligation to obey the law? When, if ever, is revolution justified, and why? What are the requirements of justice, for example, regarding property, individual liberties, and democratic procedures? Is the idea of a social contract relevant today? Discussion will be emphasized.
Class presentations, papers, and exams will be required.

POLI 100H Introduction to Government in the United States
Stimson, James TR 09:30-10:45

Social & Behavioral Science (SS)
The course will be a general introduction to American politics with a particular focus on political behavior. Its question on most topics will be “Why do people, ordinary citizens or politicians, do what they do?” Its emphasis will be on systematic explanations of patterns of political life, getting beneath the “Democratic Citizen” bias to look at how ordinary people respond to politics and removing the mystery (and cynicism) about politicians. Readings are not yet set, but will be readable paperback treatments of politics and economics, not texts. Course requirements will include two very short papers and midterm and final exams (essay).

POLI 100H Introduction to Government in the United States
Roberts, Jason TR 11:00-12:15

Social & Behavioral Science (SS)

POLI 206H Ethics, Morality, Individual Liberty, and the Law
Lefebvre, Donna TR 12:30-01:45

Service Learning, North Atlantic World (NA), Philosophical and Moral Reasoning (PH), U.S. Diversity (US) (47H - GC/BA Philosophical Perspective; Cultural Diversity Requirement)
FIRST YEAR AND SOPHOMORE STUDENTS ONLY
The purpose of this course is to introduce you to the moral and ethical issues that emerge when individual rights conflict with the law and the role that race and ethnicity play in society's treatment and responses to those issues. This course covers the following topics: reproductive rights, including abortion, contraception, castration, eugenics/sterilization, and posthumous procreation; marriage and race, including anti-miscegenation statutes; same-sex marriage; sexual morality and the law; the right to die; physician-assisted suicide; modern slavery; and the organ trade and its impact on persons in the third world. We will look at how the legal system has reacted to the complicated moral and legal dilemmas raised by these topics; there is considerable disagreement in our culture about how the law and we as a society should resolve the legal, ethical, and moral questions presented. In this course, you will examine these questions not only through the eyes of the law, but also through the lens of race, and propose solutions. The thread of racial and ethnic bias runs throughout these
topics: the course requires you to suspend drawing rapid conclusions; to "try on" other ways of looking at controversial issues; to look at cultural differences within society and the way those differences may affect your own opinions; and to examine the ways that you are different from and the same as the peoples' lives you are studying. The other purposes of this course are to allow you to perfect your research and writing skills through the writing of a research paper; to develop your speaking skills through informal discussions and formal oral presentations; and to provide an opportunity for you to do service learning in a placement broadly related to this course. Note: A.P.P. L.E.S. Service Learning Course. (This course has been developed with the aid of a Paul and Melba Brandes Course Development Award.)

POLI 239H                      Introduction to European Government
                         Steiner, Jurg                  W 02:00-04:50

Foreign Language Enhancement (FL), Global Issues (GL), North Atlantic World (NA), Social and Behavioral Science/Other (SS) (72H GC Social Science Perspective)
Crosslisted with EURO 239H

The motto of the class is "critical thinking in a collaborative setting." Students participate as apprentices in the research of the professor, which corresponds to the original medieval idea of the university as universitas magistrorum studentiumque. Few lectures, mostly discussions. Factual material must be mastered from the readings. Emphasis on interactions outside class, including chats over coffee. Close personal relations among all members of the class should contribute to vigorous intellectual discussions inside and outside class.

POLI 276H                      Major Issues in Political Theory
                         Bickford, Susan               TR 12:30-01:45

Philosophical & Moral Reasoning (PH), North Atlantic World (NA). (061H, GC Philosophical Perspective)

This course is designed as an introduction to political theory. The practice of political theory involves close textual analysis as well as a wider focus on the theoretical/political issues at stake; the goal is to think critically about both our world and the texts that try to explain it to us. In this course, we will read some of the great texts of the political theoretical tradition, and focus specifically on questions about truth and politics. Can a political community be governed by objective standards of knowledge? Is there something dangerous for politics in the notion of “truth” itself, or in the pursuit of knowledge more generally? Is appearance more important than truth in the exercise of power? What is the impact of lying on politics? What is the relationship between truth and power? We will not be attempting to come up with definitive answers to these questions, but rather to think deeply about different theorists’ approaches to these issues. Authors we will read include Plato, Machiavelli, Nietzsche, Arendt.

POLI 472H                      Problems of Modern Democratic Theory
                         Spinner-Halev, Jeff           TR 11:00-12:15

North Atlantic World (NA).
PREREQUISITES: At least one course in political theory or political philosophy, or two upper-level political science courses.
FOR ADVANCED UNDERGRADUATES.

Democratic theory is a large topic and can be approached in many different ways. In this course we will try to come with some answers to this basic but surprisingly difficult question: what is a democracy? We will also examine different kinds of democratic ideals to investigate the strengths and weaknesses of different democratic procedures and ideals. Finally, we will also read some critics of democracy. This course will also incorporate simulations to give students an opportunity engage in democratic practice.

PSYC 220H                      Biological Psychology
                         Cooney, Charlotte             TR 02:00-03:15

Physical & Life Sciences (PL)
The popular press frequently reports developments, discoveries, and controversies regarding functions and disorders of the nervous system and especially the brain. Likewise, we see numerous mentions in the media about psychoactive drugs, both legal and illegal. The prevalence of the nervous system in our popular consciousness reflects our common curiosity about such basic questions as: How is the nervous system put together? How does the brain generate the enormous range of behaviors of which we are capable? Why does the nervous system malfunction? How can the nervous system be repaired following damage? How do substances that we put into our bodies get into our brain and affect our behavior? How is the nervous system studied? This course is designed to help students arrive at informed answers to such questions, as well as to identify behavioral neuroscience mysteries that scientists are still working to solve.

More specifically, participants in this course will be able to do the following:

- Define, explain, and correctly use terms to describe nervous system organization and function
- Identify unanswered questions in the field of biological psychology/behavioral neuroscience and methods for approaching solutions to such questions
- Critically evaluate popular press articles covering biopsychology news, discoveries, and controversies
- Define, explain, and correctly use terms and concepts to describe methods for study of the neural basis of behavior
- Propose, generate, revise, and review papers that survey a topic in the field of biological psychology.
- Overall this course will provide an excellent opportunity for the student to understand the basic principles of biopsychology for further study in the field.

PSYC 245H Abnormal Psychology
Lowman, Joseph TR 09:30-10:45

Physical and Life Science (PL) (80H Life Science no-lab)
PREREQUISITE: PSYC 101 (10).

This course will provide an in-depth analysis of the various kinds of human behavior and experience typically referred to as abnormal. The course will focus on the symptom patterns, causes, and treatments of various kinds of psychopathology, including schizophrenia, depression, personality disorders, and impulse control disorders. The course should be of interest to any student but will appeal especially to students who have particular interest in clinical psychology or medicine.

SPAN 203H Intermediate Spanish I Honors
Amat, Iluminada MWF 01:00-01:50

Foreign Language. (003A, Foreign Language Requirement.)
PREREQUISITE: Open to any student who has demonstrated superior performance in SPAN 102 (002) or 105 (002X)—especially those who can benefit from a strictly oral approach.

This course develops the skills of reading, writing, listening, and speaking in an integrated manner while introducing elements of Hispanic culture and video as a background and motivation for utilizing the other skills. Particularly recommended for those who plan to study abroad. Text: Jose A. Blanco and C. Cecilia Tocaimaza-Hatch, Imagina.

SPAN 204H Intermediate Spanish II Honors
Kim, Sangsuk MWF 11:00-11:50

Foreign Language. (004A, Foreign Language Requirement)
PREREQUISITE: Open to any student who has demonstrated superior performance in SPAN 203H (003A)—especially those who can benefit from a strictly oral approach.

Emphasis in this course is placed on increasing the scope of communication and mastering linguistic accuracy in all the skills through high-interest cultural readings and authentic short-subject films. Particularly recommended for those who plan to study abroad. Text: Jose A. Blanco and C. Cecilia Tocaimaza-Hatch, Imagina.

SPAN 255H Conversation Spanish I Honors
Huer, Kyung MWF 01:00-01:50

Foreign Language Enhancement. (023A, Elective)
PREREQUISITE: Outstanding performance in SPAN 204 (004) or equivalent.

SPAN 255H (23A) is a beginning conversation course designed to further the development of the listening, reading, and writing skills, with a special emphasis on speaking, while increasing the awareness of Hispanic culture. Vocabulary building and review of key grammatical structures in context are also included. Particularly recommended for those who plan to study abroad.

SPAN 260H Intro to Spanish/Spanish American Literature Honors
Maisch, W.C. MWF 11:00-11:50

Literary Arts (LA). (021A, GC/BA Aesthetic/Literature Perspective)
PREREQUISITE: Open to any student who has shown superior performance in SPAN 204 (004) or the equivalent, with a strong interest in literature.

The course has a twofold purpose: (1) to help students gain greater confidence in reading, understanding, and discussing literary texts; and (2) to introduce the essential vocabulary, terms, and approaches used in analyzing Hispanic literature. Using Carmelo Virgildo, et. al., Aproximaciones al estudio de la literatura hispanica, students will read and discuss selected short stories, plays, poems, and a novel from major Spanish and Spanish-American authors. The course also focuses on the cultural, social and historical context of these works. Designed to advance the student’s mastery of the Spanish language, provide him/her with the “tools” necessary for further literary studies, and to provide him/her with different views of the world through the filter of literature.
SPAN 300H  
Spanish Composition/Grammar Review Honors (APPLES)  
Mack, Julia  
MWF 10:00-10:50

Foreign Language Enhancement. (050A, Elective)
PREREQUISITE: Open to any student who has demonstrated superior performance in SPAN 260 (021), SPAN 255 (023), SPAN 266, or equivalent, or who can benefit from Spanish language practice through writing.

This is a workshop course focused on the practical application of Spanish grammar to written text. Students collaborate in the contrastive study of language and the progressive practice of individual and collective writing. Designed to improve writing accuracy and the ability to analyze and describe the grammar of written texts, the course makes heavy use of technology for access to materials, editing, and communication among class members. There is no textbook assigned; students are required to research and present grammar points and collaborate in reading, writing and editing work. SPAN300H is an APPLES course, with an additional credit hour of service-learning. Students enrolled in 300A (050A) are also enrolled in SPAN 293 (093), Section 003.