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. By successfully completing the course in either fall or spring of their junior year, students will maintain their standing within the Honors Program. Their transcripts will read, "Completed Junior Honors Program."

HNRS 325 - 001

**PROFESSOR:** Kendall, Ritchie  
(English)  
**W 06:30-09:00 GM 039**

**JUNIORS ONLY.**

II. First-Year Honors Seminars

MATH 052H - 001  
CANCELED

**PROFESSOR:** Goodman, Sue  
**TR 02:00-03:15**

PHIL 053H - 001

**PROFESSOR:** Knobe, Joshua  
**TR 02:00-03:15 GM 210**

Phil and Moral Reasoning. FOR FIRST-YEAR STUDENTS ONLY.

In this course, we will explore different theories of human nature. Does the human mind consist of different parts, and if so, how do they interact? What is the relationship between reason and emotion? To what extent is human behavior governed by conscious thought? We will read philosophical texts, both ancient and modern, as well as systematic scientific research.

PLCY 055H - 001

**PROFESSOR:** Jablonski, Margaret  
**R 02:00-04:30 GM 038**

Social and Behavioral Science (GC, Social Science Perspective) FIRST-YEAR STUDENTS ONLY.

This course is designed to provide an overview of contemporary policy and practice issues in higher education, specifically at a large public university such as UNC Chapel Hill. This First Year Seminar will explore the crucial relationship between values and policy choices. How do university administrators and faculty made policy and decisions about university admissions, athletics, the Honor Code, tenure, the curriculum, financial aid, free speech or any other number of issues? What values should shape university policy making?

Students will be expected to write an original analysis of university policy and make recommendations on real issues of administrative practice. This course will be interactive, with the expectation that all students engage in discussions in class and participate in a group project.
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, ENGL 089.002, ENGL 132H, ENGL 133H, SLAV 198H. 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 placed into ENGL 101 should have taken 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.

Registration priority is given to students who were not enrolled in one of these courses in the fall, and for whom the course is a program requirement. All other students will be allowed to register, if space is available, after the priority registration period.

CLAS 133H - 001

Epic and Tragedy

PROFESSOR: O'Hara, James  MWF  11:00-11:50  MU 111

Literary Arts/Beyond North Atlantic/World Before 1750. (029)

The course will involve a close reading of Homer's ILIAD and ODYSSEY, the tragedies of Sophocles, and Vergil's AENEID. It was epic and tragedy that formulated the bases of Graeco-Roman civilization and provided the models of heroism and human values for the Western Tradition—along with raising fundamental questions about the individual's relationship to society. We will analyze, discuss, and write about these works both as individual pieces of literature in a historical context, and in terms of how they position themselves in the poetic tradition. After reading the ILIAD and ODYSSEY, we'll see how heroic myth gets reworked in tragedy for democratic Athens, and then how Vergil combines Homer, tragedy and other traditions to make a new poem for his time. We will look at aspects of structure and technique, questions of overall interpretation and values, and the interplay of genre and historical setting. Requirements: discussion, short online readings in addition to the primary texts, several short papers during the term, and a 6-10-page term paper.

ENGL 089 - 002

Economic Saints & Villains: The Entrepreneurial Spirit in Early English Lit

PROFESSOR: Kendall, Ritchie  TR  11:00-12:15  GM 212

FIRST YEAR STUDENTS ONLY.

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 trepidation. 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 course will explore how early modern England from the sixteenth to the nineteenth centuries imagined new economic orders through plays and novels. After a brief prologue centered on Chaucer's representation of feudal men and women of business, we will examine how Renaissance plays by Marlowe, Shakespeare, Dekker, and Heywood present economic scoundrels such as Barabas and Shylock as well as heroic entrepreneurs such as Simon Eyre and Thomas Gresham. In the eighteenth century we will sample the work of Daniel Defoe who crafted a guide for early tradesmen but also produced subversive novels with dubious heroines who use sex and business acumen to acquire and lose great fortunes. From the nineteenth century, we will read two works, a little known melodrama, "The Game of Speculation," as well as the iconic "A Christmas Carol" by Charles Dickens. Both stories speculate on the compatibility of economic and spiritual success. We will conclude with a modern epilogue: three satiric films from the era of Reagonomics including Oliver Stone's "Wall Street," Mike Nichols' "Working Girl," and Jon Landis' "Trading Places." Our objective throughout will be to analyze how literary art, itself a form of economic activity, simultaneously demonizes and celebrates the "miracle of the marketplace" and those financial pioneers that perform its magic.
ENGL 132H - 001
Honors: Intro to Fiction Writing

PROFESSOR: Kenan, Randall  TR  11:00-12:15  BI 306

Literary Arts. (029W, GC Aesthetic/Literature Perspective)  FIRST YEAR STUDENTS ONLY.
This course will explore the many pleasures and challenges of writing good poetry. Our focus will be the regular writing and revising of your original poems, and the in-class critiques of some of those poems, but we will also spend plenty of time reading and discussing exemplary poetry from the past and present, mastering basic terms and forms and techniques, listening to poems read aloud, and doing whatever else will help us become better poets. We will work hard and have fun. Among the course requirements: reading assignments in textbook; pop quizzes; a midterm exam; and a final portfolio of revised poems. This introductory course serves as the prerequisite for later poetry-writing courses in the Creative Writing Program.

ENGL 133H - 001
Honors: Intro to Poetry Writing

PROFESSOR: Seay, James  TR  11:00-12:15  BI 309

Literary Arts. (029W, GC Aesthetic/Literature Perspective)  FIRST-YEAR STUDENTS ONLY.
This course will explore the many pleasures and challenges of writing good poetry. Our focus will be the regular writing and revising of your original poems, and the in-class critiques of some of those poems, but we will also spend plenty of time reading and discussing exemplary poetry from the past and present, mastering basic terms and forms and techniques, listening to poems read aloud, and doing whatever else will help us become better poets. We will work hard and have fun. Among the course requirements: reading assignments in textbook; pop quizzes; a midterm exam; and a final portfolio of revised poems. This introductory course serves as the prerequisite for later poetry-writing courses in the Creative Writing Program.

SLAV 198H - 001

PROFESSOR: Levine, Madeline  TR  12:30-01:45  DE 402

Literary Arts. DESIGNED AS A FIRST-YEAR SEMINAR, OTHER STUDENT 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 Polish, Czech, Serbian, Hungarian and German writers). Special emphasis on questions of memory, witnessing, historical and individual identity in literature. All 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 335H - 001

**Defining America, Part II**

**Professor:** Kasson, John  
**MWF 10:00-10:50**  
**BI 317**

**Sophomores, Juniors, and Seniors May Enroll; First-Year Students Require Permission from the Instructors.** Literary Arts (LA), North Atlantic World (NA), US Diversity (US)

All enrollees in sections 001 & 002 meet together on M 10:00-10:50 & W 10:00-10:50 in BI 317, and divide into separate sections for most Friday meetings, 10:00-10:50, in BI 317 and GA 009.

"Defining America II" (which stands as a totally independent course from AMST334H "Defining America I") offers an exciting and unusual educational opportunity. Where else can you work closely with two professors in a single course as you study defining events and writings from America’s emergence as a major industrial power to the present? This course unites Professor Timothy Marr (American Studies and English), who has taught and written extensively about American literature and culture in a global perspective, and John Kasson (History and American Studies), a cultural historian with deep interests in literature, popular culture, and the visual arts. Together they will lead a thoroughly interdisciplinary course focusing on a series of defining and controversial historical events. Although we haven’t made the final cut yet, these events will include most if not all of the following: the rise of Chicago and the Haymarket Affair of 1886; the "New South" and the Atlanta Race Riot of 1906; Margaret Sanger, women’s rights, and struggles surrounding the legalization of birth control beginning around 1914; the internment of Japanese citizens during the Second World War; Disneyland and the rise of the Sunbelt in the 1950s; Vietnam and the Chicago Democratic Convention of 1968; and the attacks of September 11, 2001 and contemporary concerns over terrorism and homeland security. Linking all these events will be such issues as: order and violence; security and freedom; citizenship and aliens; the contested elaborations of civil rights from the 14th amendment to the Patriot Act; the expansion of national power from the aftermath of the Civil War to the status of sole superpower; and transformations in expressive media from regional print culture to global virtual networks. Throughout the course, we will also be concerned with how these histories are variously narrated and preserved, forgotten, or transformed in historical memory and commemoration.

Students will write short papers in response to questions for each of the six units. As a final exercise, each student will design a hypothetical unit of readings and assignments on an important American instance since 1865 that could be taught as an additional section for this course.
AMST 335H - 002

Defining America, Part II

Professor: Marr, Tim  MWF 10:00-10:50  BI 317

Sophomores, juniors, and seniors may enroll; first-year students require permission from the instructors. Literary Arts (LA), North Atlantic World (NA), US Diversity (US)

All enrollees in sections 001 & 002 meet together on M 10:00-10:50 & W 10:00-10:50 in BI 317, and divide into separate sections for most Friday meetings, 10:00-10:50, in BI 317 and GA 009.

"Defining America II" (which stands as a totally independent course from AMST334H "Defining America I") offers an exciting and unusual educational opportunity. Where else can you work closely with two professors in a single course as you study defining events and writings from America’s emergence as a major industrial power to the present? This course unites Professor Timothy Marr (American Studies and English), who has taught and written extensively about American literature and culture in a global perspective, and John Kasson (History and American Studies), a cultural historian with deep interests in literature, popular culture, and the visual arts. Together they will lead a thoroughly interdisciplinary course focusing on a series of defining and controversial historical events. Although we haven’t made the final cut yet, these events will include most if not all of the following: the rise of Chicago and the Haymarket Affair of 1886; the "New South" and the Atlanta Race Riot of 1906; Margaret Sanger, women’s rights, and struggles surrounding the legalization of birth control beginning around 1914; the internment of Japanese citizens during the Second World War; Disneyland and the rise of the Sunbelt in the 1950s; Vietnam and the Chicago Democratic Convention of 1968; and the attacks of September 11, 2001 and contemporary concerns over terrorism and homeland security. Linking all these events will be such issues as: order and violence; security and freedom; citizenship and aliens; the contested elaborations of civil rights from the 14th amendment to the Patriot Act; the expansion of national power from the aftermath of the Civil War to the status of sole superpower; and transformations in expressive media from regional print culture to global virtual networks. Throughout the course, we will also be concerned with how these histories are variously narrated and preserved, forgotten, or transformed in historical memory and commemoration.

Students will write short papers in response to questions for each of the six units. As a final exercise, each student will design a hypothetical unit of readings and assignments on an important American instance since 1865 that could be taught as an additional section for this course.
ANTH 438H - 001  Concepts of Nature: Cross-Cultural Perspectives

**Professor:** Johnson, Norris Brock  **TR 12:30-01:45 AL 313**

*Primarily for third- and fourth-year students.*

This seminar surveys and interprets selected cross-cultural conceptions of ‘nature.’ As well as concepts of nature, we also will study varied conceptions of specific aspects of nature – water, trees, forest (and the idea of wilderness), the earth itself, as well as the symbolism of celestial phenomenon (moon; stars; constellations, in particular).

Specific features of nature will be considered non-reductively; that is, in studying conceptions of trees we will examine the branching patterns of foliage to note correspondences between the phenomenology of trees themselves and varied sociocultural meanings given to trees. As such, we will find that interpretive strategies incorporating proportion and the aesthetics of form, scaling, and music are useful in interpretations of nature. The domain of religion is an aspect of culture we will study intensively, with respect to conceptions of nature and aspects of nature. Nature is implicated, intimately, in the genesis of religious traditions and religious traditions contain intriguing conceptions of nature.

In this seminar, students will:

- survey varied conceptions and meanings of ‘nature,’ with emphasis on discerning cross-cultural similarities;
- examine the ways in which concepts of nature interact with social and cultural values and practices;
- identify and interpret aspects of nature influencing religious traditions;
- clarify one's own conception of nature.

Throughout the seminar, students will be expected to:

- demonstrate the ability to read assigned materials critically, and comparatively;
- demonstrate mastery of relevant concepts and vocabulary;
- demonstrate ability to express understanding as well as interpretive assessment of assigned materials, verbally as well as in writing;
- develop a research topic, and related research/reading/writing/presentation strategy.

Several short (@ 5-page) essays are required, as well as a research paper (10-20 pages). This course is a seminar, placing emphasis on the guided classroom discussion of, as well as writing about, selected readings on a focused topic. As such, much of our classroom time will be on guided discussion and critique of assigned readings and on individual and small-group reading reports. Being well-prepared for each class meeting, and on-going participation in and substantive contribution to discussion, is vital to your final grade.

Readings include Pilgrim at Tinker's Creek, by Annie Dillard, Gaia – A New Look at Life on Earth, by James Lovelock, Patterns in the Sky, by Stephen Fabian, as well as a coursepack of articles.

ANTH 499H - 011  Globalism and the U.S. South

**Professor:** Peacock, James  **TR 11:00-12:15 HO 106**

*Social & Behavioral Sciences (SS), North Atlantic World (NA), Global Issues (GL). INTENDED FOR STUDENTS AT ALL LEVELS.*

The course will explore the impact of global forces on the U.S. South today. Readings will be supplemented by limited field research and experience of participants. One reading will be *Grounded Globalism: How the U.S. South Embraces the World*, 2007.

ART 152H - 001  CANCELLED

**Professor:** Bauer, Jennifer  **MW 11:00-11:50 AR 121**

ART 152H - 601  CANCELLED

**Professor:** Bauer, Jennifer  **W 02:00-02:50 AR 117**
**BIOL 101H - 001**

**Professor:** DeSaix, Jean  
**Meeting Time:** TR 12:30-01:45

**Course Title:** Principles of Biology

**Physical and Life Science. (011H, 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 tests and a final exam.

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**BIOL 202H - 001**

**Professor:** Matson, Steven  
**Meeting Time:** MW 12:00-01:50 SC 209

**Course Title:** Molecular Biology and Genetics

**Physical and Life Science.**

**Prerequisite:** Grade of C or better in both BIOL 101 (011), CHEM 101 (011) or CHEM 102 (021).

The content of this course will be essentially the same as that of a regular section of Biology 202. We will discuss the structure and function of nucleic acids as well as the principles of inheritance, gene expression, and genetic engineering. There will be four lecture/discussion hours per week with special emphasis on class discussion. In addition to two mid-term exams and the final exam, there will be one significant writing assignment and one small group project during the semester. The required text for this course will be *Introduction to Genetic Analysis* (9th edition) by Griffiths et al. There is likely to be additional assigned reading from the primary literature. Students who have taken or are currently taking organic chemistry will be particularly well prepared for this course.

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**CHEM 262H - 001**

**Professor:** Ashby, Valerie  
**Meeting Time:** TR 08:00-09:15 CP 125

**Course Title:** Honors Organic Chemistry II

**Prerequisite or Co-requisite:** CHEM 262 or 262H (066H) or permission of instructor.

Continuation of CHEM 261H (065H) with particular emphasis on the chemical properties of organic molecules. This course will be similar to CHEM 262 (062), but with a greater emphasis on class discussion and on discussion of contemporary research problems.

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**CHEM 263L - 401**

**Professor:** Mbadugha, Bessie  
**Meeting Time:** M 01:00-03:50 CP 201

**Course Title:** Honors Organic Chemistry II Laboratory

**Prerequisite or Co-requisite:** CHEM 262 or 262H (066H) or permission of instructor.

Continuation of CHEM 245L (045L), with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. Honors equivalent of CHEM 262L (062L). (This course serves as an organic chemistry laboratory for pre-medical and pre-dental students.)

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**CHEM 263L - 402**

**Professor:** Mbadugha, Bessie  
**Meeting Time:** T 03:00-05:50 CP 201

**Course Title:** Honors Organic Chemistry II Laboratory

**Prerequisite or Co-requisite:** CHEM 262 or 262H (066H) or permission of instructor.

Continuation of CHEM 245L (045L), with particular emphasis on applications of modern analytical spectroscopic techniques and separation and identification of organic unknowns. Honors equivalent of CHEM 262L (062L). (This course serves as an organic chemistry laboratory for pre-medical and pre-dental students.)
CLAS 241H - 001  
**Women in Ancient Rome**

**Professor:** James, Sharon  
**TR 03:30-04:45 GA 008**

(53A, GC Aesthetic/Literature Perspective)

**PREREQUISITES:** NONE; ANYBODY WHO HAS TAKEN CLASSICS 047 MAY NOT ENROLL IN THIS COURSE (TOO MUCH OVERLAP).

In this class, we will learn about the life of women in ancient Rome, beginning with this question: what do we mean when we say women in ancient Rome? We will focus on the treatment, both legal and social, of Roman women, by examining the visual depictions of women and women's lives as well as the literary evidence. We will cover about 800 years of history in this course.

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CLAS 241H - 605  
**Recitation**

**Professor:** James, Sharon  
**W 03:00-03:50 MU 220**

(53A, GC Aesthetic/Literature Perspective)

**PREREQUISITES:** NONE; ANYBODY WHO HAS TAKEN CLASSICS 047 MAY NOT ENROLL IN THIS COURSE (TOO MUCH OVERLAP).

In this class, we will learn about the life of women in ancient Rome, beginning with this question: what do we mean when we say women in ancient Rome? We will focus on the treatment, both legal and social, of Roman women, by examining the visual depictions of women and women's lives as well as the literary evidence. We will cover about 800 years of history in this course.

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CLAS 418H - 001  
**Byzantine Civilization and the Sumptuous Art of Book Illumination**

**Professor:** Connor, Carolyn  
**TR 09:30-10:45 MU 111**

Historical Analysis (HS), Beyond the North Atlantic (BN). First-Year students are not eligible to register for this course.

This course is based on the fascinating account of how the eastern Christian empire of Byzantium served as a continuation of the ancient Roman empire after its capital was transferred to the Greek-speaking East, at Constantinople (today's Istanbul, Turkey). This medieval state between Europe and Asia flourished for over eleven hundred years, from the founding in CE 330 to its conquest in 1453. Far from being a static society, Byzantium produced great and diverse personalities, surprising literary works, and marvels of art and architecture. After an introduction to these areas, we will focus on how the arts, in this case precious illustrated books (in a hands-on study of facsimiles at UNC's Rare Book Room), offer insights that no descriptive text can encompass into the taste, character and intellectual roots of a great civilization.
GREAT BOOKS: WORDSWORTH, GOETHE, FLAUBERT, DOSTOEVSKY, TOLSTOY, PROUST, KAFKA, WOOLF, BORGES, CAMUS, SOYINKA.

[The actual title of this course is “Great Books ll: Romanticism, Realism, Modernism.” It has been given a different provisional title, “Travel and Identity,” because of an error in the new undergraduate course numbering system in Comparative Literature, but that does not affect the content of the course.]

An introduction to some of the major texts of nineteenth and twentieth-century literature, focusing on periods of romanticism, realism and modernism, and with some attention given to parallel developments in the arts and philosophy. We’ll be exploring the structure and meaning of each text in its own terms, and at the same time examining how it reflects certain formal features or ideas of its period. Throughout the course our emphasis will be on tracing central themes, in particular those dealing with explorations of human consciousness within its setting of space and time.

Texts will be drawn from different countries and literary genres: Wordsworth, selected poems; Goethe, Faust I, Flaubert, Madame Bovary, Dostoevsky, Notes from the Underground, Tolstoy, Death of Ivan Ilych, Proust, Combray, Kafka, The Metamorphosis, Virginia Woolf, Mrs. Dalloway, Borges, Labyrinths, Camus, The Fall, Soyinka, Death and the King’s Horseman.

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**CMPL 130H - 001**

**PROFESSOR:** Leonard, Diane | **TR** 03:30-04:45 | **DE 313**

**Literary Arts (LA), North Atlantic World (NA)**

GREAT BOOKS: WORDSWORTH, GOETHE, FLAUBERT, DOSTOEVSKY, TOLSTOY, PROUST, KAFKA, WOOLF, BORGES, CAMUS, SOYINKA.

**COMM 140 - 601**

**PROFESSOR:** Staff | **R** 05:30-08:30 | **MU 116**

Honors Recitation Required if registered in COMM 140H-001, Honors Media Criticism.

**COMM 140H - 001**

**PROFESSOR:** Sharma, Sarah | **W** 03:00-05:50 | **WI 139**

**RECIATION COMM 140-601 REQUIRED.**

Introduction to Media Criticism is designed to familiarize you with some of the basic terms and concepts of media studies. This class aims to enable you to engage in the critical study of media, media culture, and techno-culture. The course approaches media as cultural artifacts in terms of both their content and as technologies that organize culture and power. Media, understood as texts and as technologies, will be read within a larger historical and socio-political context. Based on an exploration of the fundamental concepts and issues in media criticism, we will examine the political, economic, and social contexts in which media is produced, distributed, and consumed. Topics will include issues of identity and representation in television, the rise of surveillance society, technology and speed-up, the Hollywood-Military complex, and cyborg politics. The course readings will not be culled from a textbook and will rely on minimal secondary sources. Instead, students will engage often directly with the primary works of key media theorists.
The purpose of Hate Speech is to expose students to the nature of hate in American life. As we attempt to understand the essential quality of hate we will learn that hate is made possible through communication (sometimes in the form of hate speech) and human perception (sometimes in the forms of stereotypes and bias). We will learn that hatred is sustained through the imposition of racist, sexist, and heterosexist ideologies that privilege Whiteness, maleness, and heterosexuality. We will also learn that hate may also be resisted through communication. Students will learn how communication may serve to teach respect and tolerance, rather than hate. The word “tolerance,” like most words, has multiple meanings. Tolerance should be understood in this context as a willingness to embrace and value social and cultural differences, a definition of this term adopted by the Southern Poverty Law Center. Knowledge of the essence of hate will place students in a position to fight hate when they encounter it in their own lives. Just as students can learn to be vigilant to the presence of hate in their own lives they can learn to help other people be vigilant to the hate and intolerance that may threaten their communities.

We will cover readings this semester that illustrate that many people may be unaware of their hatred while using speech in ways that allow them to hide their hatred from themselves and other people. An understanding of hate that is more than superficial requires the examination of such complicated characters and activities. It is this examination that will prove necessary to understand the relationship between Tom Metzger (White Aryan Resistance) and many mainstream politicians. It is this examination that will help us to understand the diverse ways the state contributes to hate in American life.

There is another reason that a less-than-superficial understanding of hate is a formidable task. Most of us come to this class because we view hate as a significant social and communication problem, one that demands our attention. Therefore, an adequate understanding of hate will require that we begin to explore the world from the point of view of the hatemongers. However, this does not mean that we must treat such points of view as worthy of acceptance.

Assignments
Take-Home Final Examination
Analysis of Hate Artifact
Position Papers
Class Business

This course was funded by the The Paul Brandes Seminars and The Paul Brandes Course Development Awards Fund, which supports the development of new honors seminars.

ECON 101H - 010

Social and Behavioral Science. (010A, GC Social Science Perspective)

Economics 101H (010A) is an introduction to the fundamental principles of economic analysis. The goal of the course is for students to develop an understanding of economic principles that they can use throughout their lives whatever their area of specialization. The course includes topics in microeconomics (the analysis of the decision making of individual households and firms) and macroeconomics (the analysis of the operation of the economy as a whole). The course is highly interactive. Students will participate in simulations, formal discussions and research activities. The course will cover the same basic material as in Economics 101 (010). To free up time for hands on activities in class, students will be expected to read a good bit of the text independently.
ECON 420H - 010   Intermediate Theory: Money, Income, and Employment (Honors)

**Professor:** Froyen, Richard   **TR 02:00-03:15 GA 106**

**Prerequisite:** ECON 101(010). FOR ADVANCED UNDERGRADUATES. NO FIRST-YEAR STUDENTS. ECON 420H (132) is one of the "core" courses for undergraduate economics majors. In ECON 420H (132), students learn how to use general equilibrium models to predict the effects of economic shocks. General equilibrium models are made up of structural equations. Students learn why the equations make sense and how to combine them to solve the model and produce predictions. Shocks are macroeconomic in nature and include changes in the productivity of the economy, fiscal policy and monetary policy. Students investigate questions such as why monetary policy is effective, why business cycles occur, and whether there are limits in the government's ability to affect employment, production, and growth. There are two main parts to the course. In the first, students study a model that explains the performance of the economy over long horizons. In the second, they study a model that explains why, over short horizons, the economy cycles around its long-run growth path. Students complete problem sets and participate in class discussions, problem solving, and exercises. The course text is /Macroeconomics: Theories and Policies/, Richard Froyen (Prentice Hall, 2005)

EDUC 691H - Honors Seminar in Education

**Professor:** Unks, Gerald

You cannot register for this course in the Honors Office or via Student Central. Please check with the School of Education on the procedure for registering for this course. (93H)

**Prerequisite:** Honors candidate in the School of Education.

This is an introduction to methods of educational research to be taken in the spring of the junior year in preparation for writing an Honors thesis in education. Required for graduation with Honors in Education.

**English Department Honors Courses**

The following two English Honors courses (120H & 350H) 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 - 001   English Literature from Chaucer to Milton

**Professor:** Barbour, Reid   **TR 02:00-03:15 GL 106**

**Literary Arts, North Atlantic World, World Before 1750.**

Required for the English major, this course explores a wide range of medieval, Renaissance, and early modern English literature, with a strong emphasis on the philosophical, religious, political, and social contexts in which the literature was written. Authors include Chaucer, Thomas More, Philip Sidney, Edmund Spenser, Shakespeare, John Donne, Ben Jonson, George Herbert, Francis Bacon, Thomas Browne, Andrew Marvell, and Milton. The textbook is the Norton Anthology of English Literature, volume one, the eighth edition. The requirements include three short papers, a longer paper, and a final exam.
**ENGL 350H - 001**

**Twentieth Century Poetry**

**Professor:** Harmon, William R.

**Meeting Times:** MWF 01:00-01:50

**Location:** GL 103

**Literary Arts and North Atlantic World.**

T. S. Eliot -

A poem-by-poem examination of Eliot’s work over a thirty-five-year period when he was between the ages of twenty and fifty-five. Other sorts of work—drama, criticism, translation, social and religious thought—will accompany the study of the poetry. Each member of the class will present papers having to do with Eliot’s association with another figure: (e.g., Conrad Aiken, Richard Aldington, W. H. Auden, George Barker, F. H. Bradley, Joseph Conrad, Sigmund Freud, Robert Frost, Philip Larkin, Wyndham Lewis, Marianne Moore, Edwin Muir, Ezra Pound, Herbert Read, Henry Reed, Bertrand Russell, G. B. Shaw, Edith Sitwell, David Stacton, Richard Wagner, W. C. Williams, Virginia Woolf, W. B. Yeats) and with a critic (e.g., Cleanth Brooks, Helen Gardner, Lyndall Gordon, Hugh Kenner, A. D. Moody, Craig Raine, Laurence Rainey, Grover Smith, B. C. Southam, George Williamson).

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**FREN 203H - 001**

**Intermediate French I Honors**

**Professor:** TBA

**Meeting Times:** MWF 01:00-01:50

**Location:** GM 035

(003A, Foreign Language Requirement). Prerequisite: Final grade of A, A-, or B+ in FREN 102 (002), 105 (002X), 111 (1-2), 401 (014) or equivalent.

The third semester French 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.

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**FREN 204H - 001**

**Intermediate French II Honors**

**Professor:** TBA

**Meeting Times:** MWF 11:00-11:50

**Location:** DE 207

Foreign Language Requirement.

Prerequisite: Final grade of A, A-, or B+ in FREN 203 (003) 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*, Cahier d'exercices and CD.

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**FREN 255H - 001**

**Conversation I Honors**

**Professor:** Nina Furry

**Meeting Times:** MWF 12:00-12:50

**Location:** DE 202

Communication Intensive/Foreign Language Enhance. (023A, Elective) Students must have completed FREN 204 (004), 212 (3-4), 402 (015), or equivalent course.

A fifth semester language course, it 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; reading and writing activities support speaking. Text: Oukada, Bertrand and Solberg, *Controverses*, Cahier d’activités.
FREN 260H - 001  Introduction to French Literature

Professor: Pruvost, Valerie  MWF 01:00-01:50  DE 102

(Literary Arts/Aesthetic Perspective) Final grade of A, A-, or B+ in Fren 204, 212, 402, 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).

FREN 332H - 001  Identities in Contemporary European Cinema

Professor: Antle, Martine  TR 03:30-04:45  DE 202

Visual & Performing Arts/Foreign Language Enhance/North Atlantic World. INTENDED FOR ALL LEVELS

This course examines the construction of European identities in a range of European films from the 1960s to today. It will analyze and compare modes of narrating national, class, racial, sexual and social differences in England, France, Germany, Spain and other European nations. Focusing on key moments in Europe's cultural, social and political history, we will consider how discourses on otherness have evolved. We will also investigate the ways in which film culture has reflected, reinforced, reshaped and, in some instances, vigorously contested Europe’s dominant ideologies. Course is taught in English with written assignments in either French or English.

GERM 102H - 001  Advanced Elementary German Honors

Professor: Langston, Richard  MTWF 02:00-02:50  DE 401

(002A, Foreign Language.) PREREQUISITE: GERM 101H (001A) OR PERMISSION OF THE INSTRUCTOR.

The course provides continuing beginners with opportunities to enhance their ability to speak, read, write, and understand German in everyday contexts. Instruction weaves new vocabulary and grammar into cultural contexts and emphasizes mastering basic oral communication skills. Texts: Auf Geht's and includes a CDROM, workbook, lab book, and coursepack.

GERM 204H - 001  Advanced Intermediate German Honors

Professor: Langston, Richard  MWF 11:00-11:50  DE 401

(004A, FOREIGN LANGUAGE) PREREQUISITE: GERM 203H (003A) OR PERMISSION OF THE INSTRUCTOR.

A survey of contemporary German culture, this course exposes students to core themes in high and low culture while further developing their ability to read lengthier texts, write savvy prose, understand full-feature films, and communicate with rhetorical ease. Required texts: Anders gedacht.
**HIST 176H - 001**  
**Professor:** Burns, Kathryn  
**TIME:** TR 02:00-03:15  
**ROOM:** GM 212  

**HISTORICAL ANALYSIS/BEYOND NORTH ATLANTIC WORLD. (046H) (046H, GC/BA Non-Western/Comparative Perspective)**  
The Andes are often associated with earthquakes and instability, but the region is also one of deeply-felt continuities and long historical memories. When President Evo Morales of Bolivia was recently sworn in, for example, he promised to end “500 years of oppression” of indigenous Bolivians like himself. The goal of this honors course is to gain historical perspective on what unites and divides Andeans. How did the Incas create and rule their Andean empire? What happened after Spaniards invaded, and why did Spanish colonialism last so long? Why is such a resource-rich region so poor today? These are some of the questions we’ll ask as we consider processes of cultural change and mestizaje. Our sources will range from films to first editions of sixteenth-century chronicles. The course is designed for honors students, particularly those interested in Latin America and in colonialism. Familiarity with Spanish is not required but definitely a plus.

**HIST 290H - 001**  
**Professor:** Talbert, Richard  
**TIME:** M 03:00-05:50  
**ROOM:** BI 208  

**Travelers’ Tales from the Ancient Mediterranean and Beyond: Context, Character, Meaning**  

**Historical Analysis.**  
The course is a seminar that offers an unusual opportunity to explore the multiple dimensions which travel brought to many people’s lives and thinking throughout the Mediterranean, Near East and much of Europe during classical antiquity. We shall give special attention to narratives, among them Homer’s Odyssey, Virgil’s Aeneid, Alexander’s expedition in fact and imagination, St Paul’s shipwreck. Guidebooks offers alternative perspectives: the anonymous trader’s advice on Arabia, East Africa, India; the learned ‘Baedeker’ (Pausanias) on the cities and shrines of Greece at the height of Roman imperial rule. Different again in character, purpose and style, but also instructive, are maps and itineraries. Equally, we shall consider the distinctive outlook of the Christian pilgrim, especially Egeria’s account of her journeys through the Bible Lands. We shall draw our findings together with reference to Lucian’s witty science-fiction parody – the True History – that even includes space travel. All texts are read in English translation. Participants’ active engagement in discussion is vital to the success of this class. In addition to engaging with the readings prescribed for all, each participant researches a travel text or associated material individually and presents a paper on it.

**HIST 290H - 002**  
**Professor:** Reid, Donald  
**TIME:** M 03:00-05:50  
**ROOM:** SA 213  

**Putting Literature & History Into Dialogue: Albert Memmi, Assia Djebar, the Colonial Experience**  

**Historical Analysis.**  
Too often, historians treat literary texts and self-referential critical essays as illustrations of what they have learned elsewhere; literary critics in turn treat texts in relatively ahistorical terms—they peel away the “history” to show what they think is really at work in the text. Both of these approaches miss the ways that authors of literary texts and self-referential critical essays create and participate in imagined worlds at the heart of history. In this class, we will begin by assessing the history of twentieth-century North Africa. We will then turn to analysis of a number of novels and critical essays by two prominent writers of North African origin, Assia Djebar and Albert Memmi. Students will write two ten-to-twelve page papers (one on Djebar and one on Memmi) on the works read and discussed in class. In these papers, students will examine two questions: how analysis of the historical context—the culture and conflicts in which the text was written—open up new ways of interpreting the text; how analysis of the text helps us as historians understand in new ways the historical context in which it was written and read. There is no mid-term or final exam in this class. The final grade is based on paper grades (70%) and the quality of contributions to discussion (30%). There are no prerequisites for the course. All readings are in English.
HNRS 352  002  Is There Dinner? Toward Understanding An Endangered Species

PROFESSOR:  Ferguson, Dr. James G., Jr  
(History)

T 03:30-06:00  GM 212

As the post-9/11 era has refocused our attention, issues about food--its safety, scarcity, and misuse, among others, compete for space in daily e-mail headlines or on front pages. The simple query about dinner has become "is there" rather than "what's for" while the viewpoint of "Supersize Me" illuminates one pathway to the scourge of obesity which is rapidly becoming a global near epidemic. Indeed, some of the same conflicts contouring current global tensions have abetted the Hot Pocket et al.'s challenge to the former familial evening mainstay of dinner. To understand this radical transformation of the social meal, one must invoke historical, contemporary, and future frames. No longer the nearly exclusive domain of nutritionists concerned with what we eat, culinary studies, through an examination of food and culture, are informing us about who we have been, are, and are becoming. Archaeological research has pushed back the formal frontiers of articulated cuisine to 3200 BCE. Ethnographic and archival research has unearthed records from the 16th Century to the present day of a Burgundian working farm, allowing a detailed analysis of the evolution of the "practices of everyday life" through food. Historians shed light on and revise earlier notions about medieval life, suggesting that it was anything but primitive and "dark" whereas medieval hagiographers set the stage for an analysis of women's spirituality and food and its analog in contemporary eating disorders. Food writing and social science confront ethics as they deal with food criticism and its economic impact. Scientific considerations clear the table with a wide selection of controversial and contemporary offerings.

The course samples many plats du jour as faculty lead discussion on women's role as guardians of culinary traditions from medieval times to the present day; ritual observance from literary/religious studies viewpoints; "taste" and manners from art historical/cultural/literary/philosophical/ psychophysical perspectives; cuisine and culture in the American South; the economic and cultural role of rice; and concerns about nutrition, diet, and body image. During the semester, perspectives including anthropology, archaeology, art history, biochemistry and nutrition, clinical psychology, cultural history, ecology, economics, environmental concerns, evolutionary biology and genetics, medieval history, nutrition and oncology, philosophy, religious studies, social psychology, and southern foodways will be presented. Students will be 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. Several 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.
The Elements of Politics II: Ancients (Greeks/Romans)

HNRS 354 - 001

**Professor:** Goldberg, Larry  
(English)

**Time:** MWF 03:00-04:15  
**Location:** GL 319

Philosophical and Moral Reasoning. (Old curriculum=HNRS 32 - GC/BA Philosophical Perspective)  
**INTENDED FOR STUDENTS AT ALL LEVELS. PERMISSION OF THE INSTRUCTOR IS REQUIRED FOR REGISTRATION AND A COMPLETE READING OF THE ODYSSEY FOR THE FIRST DAY OF CLASS.**  
For permission, email Professor Goldberg, Email: lagoldbe@email.unc.edu; office hours, MW: 5:45-6:15, and by appointment, 328 Greenlaw

This is the second in an eight-semester sequence, though the first semester is not a prerequisite (each of the eight classes in the sequence stands on its own). The ancients established the fundamental perspective and terms through which we look at political matters and are thus of particular importance for grasping the elements of politics. This semester falls into two parts: first, the Greeks--Homer's *Odyssey*, a few of Plato's dialogues and several of Plutarch's lives perhaps some *Xenophon*, but mainly Aristotle's *Nichomachean Ethics and Politics*; second, the Romans---Cicero's *Republic and Laws* and Virgil's *Aeneid* and perhaps selections from a historian. 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.

The Elements of Politics VI: Moderns

HNRS 354 - 002

**Professor:** Goldberg, Larry  
(English)

**Time:** MWF 04:30-05:45  
**Location:** GL 319

Philosophical and Moral Reasoning. (Old curriculum=HNRS 32 - GC/BA Philosophical Perspective)  
**INTENDED FOR STUDENTS AT ALL LEVELS.** Permission required from Professor Goldberg. Email: lagoldbe@email.unc.edu; office hours, MW: 5:45-6:15, and by appointment. 328 Greenlaw

This course is primarily concerned with the elements of politics, that is, both the primary obstacles to human happiness which statesmen and citizens confront and the fundamental alternatives by which these obstacles may be met in accordance with the dignity of human beings. This semester, in particular, focuses on the authors of the nineteenth century who are attempting to deal with the various challenges to Enlightenment thought which had emerged by the time of the French revolution and continued to emerge in subsequent years. Texts: Kant, *On History*; Hegel, *Philosophy of History*; Tocqueville, *Democracy in America*; Mill, *On Liberty*; Darwin, *Origin of Species*; Marx, *Marx-Engels Reader*; Melville, *Billy Budd*; Lincoln, *Political Thought of Abraham Lincoln*; Dostoevski, *Grand Inquisitor from Brothers Karamazov*; Nietzsche, *On the Advantage and Disadvantage of History for Life*; Nietzsche, *The Genealogy of Morals*; Conrad, *Heart of Darkness*. 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 355 - 001

**The Futurist Avant-garde**

**Professor:** Luisetti, Federico  
(Prague Studies in the Humanities)

**Time:** TR 12:30-01:45  
**Location:** GM 210

**Literary Arts (LA), North Atlantic World (NA); INTENDED FOR STUDENTS AT ALL LEVELS.**

This course was funded by the Morehead Alumni – Mebane M. Pritchett Fund, which supports the development of new honors seminars. This course will examine the contribution of Italian Futurism to technological innovation in the arts and humanities. The course will present Italian Futurism in its multi-disciplinary and transnational context, including references to other avant-garde movements and to visual arts, music, philosophy, architecture, and science. At the beginning of the twentieth century, Futurism was the most radical expression of European modernism. Besides representing modern city life with original artistic techniques, the Futurists considered technology a creative expression of the inner dynamics of matter. They abandoned the traditional discourse of aesthetics and replaced it with a technologically informed vision of cultural production. In this course we will explore Futurism’s ground-breaking conception of technology and assess its influence on contemporary theories of art and culture. The course will be taught using a workshop approach that fosters collaborative learning, active reading, and experimental writing. The course will include visits to the Nasher Museum of Art and will encourage the exploration of the collection of the Ackland Art Museum.

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HNRS 355 - 002

**The Romantic Revolution in the Arts**

**Professor:** Viscomi, Joseph  
(English)

**Time:** T 02:00-04:30  
**Location:** GL 321

**Literary Arts (LA), North Atlantic World (NA); INTENDED FOR STUDENTS AT ALL LEVELS.**

This interdisciplinary course examines the technical and aesthetic revolutions in the fine arts of the English Romantic Period. It will discuss the productions, experiments, and aesthetic theories of Wordsworth, Coleridge, Constable, Turner, Reynolds, and Blake, focusing on the developments of lyrical poetry, landscape painting, and original printmaking. We will pay special attention to the period’s primary aesthetic and cultural issues, including the phenomenon of the picturesque and new ideas about nature, the sublime, the democratization of the arts and social role of the artist, the concepts of genius, originality, and spontaneity, and the problem of representation. In addition to slide lectures and discussions on specific painters and their techniques, there will be studio exercises in printmaking and drawing according to 18th-century techniques and formulae. Knowledge of printmaking and painting is not required.

**Requirements:** two take-home essay exams, one research paper, studio exercise, and final exam.

**Texts:**
Course packet of essays, poems, prints, and 18th-century treatises on art. A limited amount of art supplies.

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LING 101H - 001

**Introduction to Language**

**Professor:** Mora-Marin, David  
(Social and Behavioral Sciences/Other (30A GC Social Science Perspective))

**Time:** TR 02:00-03:15  
**Location:** DE 304

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 (sentence structure), semantics (meaning), pragmatics (interrelation between syntax, semantics, and conversational interaction), morphology (word formation), phonetics and phonology (speech sounds and sound systems), historical linguistics (language change), sociolinguistics (language variation and the social factors that promote or inhibit such variation), language acquisition (the development of language in children), and language and the mind (the relationship between our linguistic abilities and knowledge and the rest of our cognition).
**MATH 383H - 001**

**Prerequisite:** MATH 233.

Introductory ordinary differential equations, first and second order differential equations with applications, high-order linear equations, systems of first-order linear equations (introducing linear algebra as needed).

**MATH 383H**

**001**

First Course Differential Equations (Honors)

**PROFESSOR:** Metcalf, Jason  
**TR 09:30-10:45 PH 228**

**Ovid & Music**

**MUSC 390H - 001**

**PROFESSOR:** MacNeil, Anne  
**MWF 11:00-11:50 PS 100**

Visual and Performing Arts and Communication Intensive.

Over the course of the semester, we will read Ovid’s *Metamorphoses*, paying particular attention to the passages where musical performance is invoked. We will listen to and/or view musical settings of stories from the *Metamorphoses* and investigate the power of music to alter Ovid’s narratives. Stories central to our discussion include those of Orpheus & Eurydice, Calisto, Ariadne & Theseus, and the heroes of the Trojan War, Achilles & Ulysses. Evaluations are based on in-class presentations, two short (5-page) papers, and a final exam.

**MUSC 390H - 002**

**PROFESSOR:** Bonds, Evan  
**M 02:00-04:50 HI 206**

Music and Politics

Visual and Performing Arts, Communication Intensive (HNRS 27, GC/BA Aesthetic/FineArts Perspective). SOPHOMORES AND JUNIORS; OTHERS IF SPACE AVAILABLE.

Western culture has long recognized the power of music to change political institutions. Socrates points out in Plato’s *Republic* that “the modes of music are never disturbed without unsettling of the most fundamental political and social conventions” (424c). With its potential to alter individual and group behavior, music has been used to promote virtually every kind of political movement, from antiquity down to the present day.

This seminar will examine the political uses of music in a variety of settings across a wide span of time. We will examine the musical, philosophical, aesthetic, and cultural basis for these changing—yet in many respects remarkably consistent—applications of music in the political arena. Readings will include selections from Plato, Aristotle, Dryden, Schiller, E. T. A. Hoffmann, and Schopenhauer, as well as more recent secondary literature on the relations between music and society. We will also examine specific works of music that have been the focus of praise or condemnation, or that take up the theme of music’s power to shape social behavior.

**MUSC 390H - 003**

**PROFESSOR:** Jon Finson  
**MWF 02:00-02:50 HI 207**

Nights at the Opera

Enrollment limited to non-majors.

We will study six operas ranging from the late sixteenth to the early twentieth century by Purcell, Mozart, Verdi, Bizet, Johann Strauss, Jr., and Richard Strauss. We will examine the interaction between music and drama as well as the ideas and values transmitted by the texts. A website will make all listening available, and students will purchase short libretti for 4 of the six operas (the remainder available online). Students can also view complete stage or film versions in optional showings outside of class. Class presentations, a series of short papers, and a final exam will comprise the work of the seminar. No previous musical experience is required to take this class.
NUTR 295 - Undergraduate Research Nutrition

**PROFESSOR:** You cannot register for this via web registration. Permission is required from the director of the BS Public Health Program in Nutrition. (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.**

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PHIL 160H - 001 Introduction to Ethics

**PROFESSOR: Maclean, Doug**  
**TR 11:00-12:15 CW 208**

We will consider some moral judgments we commonly make about people, actions, and outcomes, and the reasons for thinking that these judgments are true or false, or whether they can or cannot be justified. We will look at some of the leading moral theories, both historical and contemporary, and we will try to apply what we learn about moral reasoning to some practical issues.

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PHIL 274H - 001 African-American Political Philosophy

**PROFESSOR: Boxill, Bernard**  
**TR 12:30-01:45 CW 103**

US Diversity (055H, BA Philosophical Perspective, Cultural Diversity).

In this course we will present African American political thought as an extended response to Thomas Jefferson’s legacy to African Americans, on the one hand in the Declaration of Independence appearing ready to endorse their inclusion in the new republic; and on the other hand in Query 14 of his Notes on the State of Virginia appearing forever opposed to their inclusion. After studying these texts we will read the African American response in some of the main works of David Walker, Martin Delany, Frederick Douglass, W.E.B. DuBois, and Booker T. Washington. We will end up with Tommie Shelby’s contemporary statement in his book We Who are Dark.

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PHIL 275H - 001 Philosophical Issues in Fem

**PROFESSOR: Wolf, Susan**  
**T 02:00-04:30 GM 038**

Philosophical and Moral Reasoning, U.S. Diversity (046H)

This course will examine some basic concepts central to feminist theory, such as oppression, sexism, and equality, and explore the ways in which a feminist perspective casts a variety of philosophical and ethical issues in a different light. Questions that will be discussed include: To what extent do men and women have different natures, and what implications does this have for the idea of equal treatment? Should differences between men and women be celebrated or minimized? Can an act or a practice be objectionably sexist if it is totally voluntary? What counts as rape? Is pornography harmful to women?

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POLI 100H - 001 Introduction to Government in the United States

**PROFESSOR: Rabinowitz, George**  
**TR 09:30-10:45 GM 210**

Social and Behavioral Science, North Atlantic World. (041H, GC Social Science Perspective)

Politics is all around us and is more critical to our lives than people commonly appreciate. This course is designed to examine how government in the United States works, and while doing so will pay close attention to the link between government and the quality of life in the United States. Readings will include a basic text and a set of paperback books. The class assumes no knowledge of American government, so foreign students and students with no or little exposure to the basics of government in the United States will be in good stead. Given this is an honors course, however, I will assume that the text will provide most of the background, and class time will be devoted to a deeper consideration of American politics and society. Class time will be fairly evenly divided between lecture and discussion.
POLI 150H - 001

**International Relations and World Politics**

**PROFESSOR:** Gent, Stephen  
**TR 11:00-12:15 MU 115**

**Social and Behavioral Science, Global Issues. (086H, GC Social Science Perspective).**

This course provides an analysis of politics among nations. It introduces basic concepts of international security and international political economy, and emphasizes the use of theory to understand strategic interaction in world politics.

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POLI 150H

001

International Relations and World Politics

Gent, Stephen

TR 11:00-12:15 MU 115

**POLI 472H - 001**

**Problems of Modern Democratic Theory**

**PROFESSOR:** Leonard, Stephen  
**MWF 09:00-09:50 HM 351**

(POLI 165H)

In this course we examine the development and challenges of the “civic ideal” – the belief that the best form of polity is one in which citizens are actively engaged in self-rule. We begin at the origins of this tradition in the ancient Greek republics, and trace its development through to contemporary American politics. Our aim is to understand the forces and factors that have changed the meaning of citizenship and civic commitment – and most importantly, what the implications of these lessons might be for democratic politics today, especially in the United States. We will use simulations, historical reenactments, class debates, films, and, of course, texts, as our intellectual resources; assignments include analytical essays, interpretive reconstructions, group projects, and the development of a “democratic” research program. This is an advanced, upper division version of the First Year Seminar, Poli 55, “Democracy and the Civic Ideal.” Students who have taken Poli 55 may not take this course for credit.

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POLI 472H - 002

Problems of Modern Democratic Theory

**PROFESSOR:** Spinner-Halev, Jeff  
**TR 12:30-01:45 HM 452**

North Atlantic World. **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 kind of democratic ideals to investigate the strengths and weaknesses of different democratic procedures and ideals. Finally, we will also read some critics of democracy.

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RELI 166H - 001

**Ideals**

**PROFESSOR:** Kaufman, Peter  
**TR 03:30-05:00**

Special events: Wed. 6-8PM, February 6th and March 19th, Monday, 6PM, January 25, Monday, 7:30, March 31st, and Monday 8PM, April 7th.

**Philosophical and Moral Reasoning. (043H, GC Philosophical Perspective and Cultural Diversity.)**  
**FIRST YEAR STUDENTS ONLY.**

Each year different topics are selected to generate lively conversations about disciplines represented in the university and the ways they approach critical issues. Right now, of course, our topics appear as general titles, but one objective of Stretching the Truth is to make them meaningful as staging areas for our discussions about the ideals, explanations, and interpretations you'll encounter in the university AND we shall ask (rather than take for granted) if universities now promote informed inquiry. The topic for 2008 is APPEARANCE AND REALITY. Texts include works by Hadot, Graff, Plato, Drexler, Rawls, Sontag, Kimmel, and Surowiecki.
SPAN 203H - 001  Intermediate Spanish I Honors

**Professor:** Amat, Iluminada  **MWF 02:00-02:50 GM 213**

**Foreign Language.** (003A, Foreign Language Requirement.) 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 - 001  Intermediate Spanish II Honors

**Professor:**  **MWF 12:00-12:50 GM 210**

**Foreign Lang.** (004A, Foreign Language Requirement) 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 high-interest short-subject films. Particularly recommended for those who plan to study abroad. Text: Jose A. Blanco and C. Cecilia Tocaimaza-Hatch *Imagina.*

SPAN 255H - 001  Conversation Spanish I Honors

**Professor:**  **MWF 01:00-01:50 GM 212**

(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 - 001  Intro Sp/Sp American Literature Honors

**Professor:** Maisch, William  **MWF 11:00-11:50 GM 212**

**Literary Arts.** (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 Virgillo, 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. The course is 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 - 001  
Spanish Composition/Grammar Review Honors (APPLES)

**PROFESSOR:** Mack, Julia  
**MWF 10:00-10:50 GM 210**

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.