

Course Submission Inbox Detail

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E-mail addresses (separated by commas):

CC Descriptions



TransactionID: 27836 **Addition**

	OLD	NEW
Course ID:	AMST089	AMST089
Effective Term:		Fall 2009
Title(Long):		First Year Seminar: Special Topics
Title(Abbv.):		FYS: Special Topics
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		Include Classification - FR
Description:		Special Topics course. Content will vary each semester.
Justification:	Special Topics course. Content will vary each semester.	
GenEd:		
Course Details:	Special topics - content will vary each semester	
Grading Info:		Special topics - content will vary each semester
Reading Assignments:	Special topics - content will vary each semester	

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ANTH 448 “Culture and Consumption”

University of North Carolina Course ANTH 499 (076)

Fall 2008

MWF 10:00-10:50

MU 105

Instructor: Rudi Colloredo-Mansfeld
Office: 209A Alumni Building
Telephone: 843-2060
Email: rudi-colloredo@unc.edu
Office hours: Wednesday 11:30-1:00; Thursday 10:30-12:00 and by appointment

Course Objectives:

We will take a cross-cultural look at how consuming goods relates us to others and shapes social order. Our case materials will stretch from segregated Mississippi to post-riot Los Angeles. On the level of micro-analysis, we will ask the following types of questions: Do ethnically correct dolls empower girls in a racially divided society? Can buying local, grass-fed beef or free range chicken help the environment and save family farms? Was looting a revolutionary act in the 1992 Rodney King riots?

More broadly, our analysis of consumption addresses key theoretical questions: How important is materialism as a factor in cultural change? Are we moving towards a single, global consumer culture? Are popular consumer practices—or commodity riots—an effective means of creating a more just social order? In exploring the diversity of global material practices, we will learn to analyze critically consumption and its social impact. We will also explore new possibilities for the practice of anthropology in the modern world.

Texts:

Chin, Elizabeth, *Purchasing Power: Black Kids and American Consumer Culture*

Klein, Naomi, *No Logo*

Pollan, Michael *The Omnivore's Dilemma*

Kulick and Meneley *Fat*

Selected readings on class Blackboard Web site (BB)

I need to hear from anyone who has a disability, which may require some modification of seating, testing or other class requirements so that appropriate arrangements may be made. Please contact me after class, during my office hours or by email.

Course Requirements

1) Participation

15%

Including class discussions, timely emailing of questions/information for class handouts, and constructive comments for the fashioning of class research project.

2) Class Research Assignment

35%

Project will be developed with input of all class members and each student will depend on the collective interview efforts of the whole class in order to complete the assignment. Grading, however, will be done individually.

3) Midterm Evaluations

35%

The course has two midterm examinations, which are a combination of key terms and short essays to cover to cover parts 1 and 2 of the course. After the third section of the course, you will write a brief reflection in which you discuss the strength of local culture in the face of global consumer culture.

4) Final Exam

15%

Your final exam will be a four-page, take home essay in which you draw on your previous writing in the class to address the question: are popular consumer practices an effective means of creating a more humane and just social order?

Assignments: Tentative schedule of Topics, goals readings (subject to change)

Week	Day	Date	Reading	Topic
<i>Part 1: Gifts, Status and Identity: Developing productive questions for cross-cultural inquiry</i> <u>Goals:</u> Compare the social power of status with the power of exchange. Identify sources of the power of gifts and the ways people limit that power. Explain how personhood and consuming become merged through the body.				
1	Monday	8/18		
	Wednesday	8/20	Class Introduction	
	Friday	8/22	BB: Faulkner	The social and material
2	Monday	8/25	BB: Mauss, Hyde	Gifts, Gift community
	Wednesday	8/27	BB: Kopytoff	Singularity and meaning
	Friday	8/29	Task #1 Due: Gifts gone bad	Project development
3	Monday	9/1	Labor Day	
	Wednesday	9/3	BB: Goffman	Status
	Friday	9/5	BB: Renfrew	Status
4	Monday	9/8	BB: Frank	Task #2: Questions Due
	Wednesday	9/10	K&M: "Phat" and "Ideal"	Discuss Project
	Friday	9/12	BB: Miller	Identity
5	Monday	9/15	Midterm #1	

Part 2: Industrial Capitalism and the rise of Mass Consumerism

Goals:

Identify links between the social condition of urban society and speed of product cycles.

Explain the moral links between industrial occupations and practical consumption.

Identify the elements of anticonsumerism social theory and moral positions.

	Wednesday	9/17	Film: Subdivided	
	Friday	9/19	BB: Marx	Commodity
6	Monday	9/22	BB: Weber	Thrift
	Wednesday	9/24	BB: Veblen	Conspicuous Consumption
	Friday	9/26	BB: Simmel	Fashion
7	Monday	9/29	BB: Galbraith	False Needs
	Wednesday	10/1	K&M: "White" and "Spam"	Class
	Friday	10/3	BB: Schorr	Downshifting
8	Monday	10/6	Midterm #2	

Part 3: Globalization and its limits

Goals:

Evaluate evidence for a uniform global consumer culture.

Recognize organizations, corporations, cultural practices that pattern global consumerism.

Use ideas of status, reciprocity and identity to assess how local cultures resist globalization.

	Wednesday	10/8	Klein "No Space"	Globalization
	Friday	10/10	Klein "No Choice"	Globalization
9	Monday	10/13	Klein: "No Logo" 1 st half	Globalization
	Wednesday	10/15	BB: Watson	McDonald-ization
	Friday	10/17	Fall Break	
10	Monday	10/20	BB: O'Dougherty	Disney-fication
	Wednesday	10/22	K&M: "Indulgence" "Oil" "Lard"	Local/global food
	Friday	10/24	BB: Paxson	
11	Monday	10/27	BB: Dibbell	Video games
	Wednesday	10/29	Midterm Reflection: Are we doomed to global consumer culture?	

Part 4: Consumer-driven change

Goals:

Evaluate links between political consciousness and consumption practices.

Examine alternative consumer values and their affect on markets in case of food.

Use ideas of status, reciprocity, and identity to analyze more radical consumption acts.

	Friday	10/31	Pollan: Corn, 1-3	Industrialized Food
12	Monday	11/3	Pollan: Corn, 4-7	Industrialized Food
	Wednesday	11/5	Pollan: Grass, 8-11	Organic
	Friday	11/7	Pollan: Grass, 9-14	Local

13	Monday	11/10	Task #3: Interviews Due	
	Wednesday	11/12	K&M: "Talk" "Pissed Off"	Justice
	Friday	11/14	Film: What Would Jesus Buy?	
14	Monday	11/17	Chin1, 2, 3	Justice
	Wednesday	11/19	Chin 4, 5, 6	Justice
	Friday	11/21	Chin, Conc. And Afterword	Justice
15	Monday	11/24	BB: Fiske	Justice
	Monday	12/1	Task #4: Project Analysis Due	
	Wednesday	12/3	Course wrap up	
Exam Week	Saturday	12/6, 12:00pm	Final Exam Due in course classroom	

BIOL 451L *Comparative Physiology Laboratory*
Instructors: Drs. Tyson L. Hedrick and William M. Kier
Tentative Syllabus, Spring 2010

Week Of:	Laboratory Topic
January 11	Lab Introduction and Laptop Software Installation
January 18	Respiration
January 25	Blood and Respiratory Pigments
February 1	Circulation, Arterial Fluid Mechanics
February 8	Metabolism, The Diving Reflex
February 15	Metabolism and Exercise
February 22	Temperature Regulation and Heat Exchange
March 1	Osmoregulation and Excretion
March 8	Spring Break
March 15	Muscle and Electromyography
March 22	Muscle and Fiber Typing
March 29	Nervous Systems, Action Potentials
April 5	Sensory Systems and Control
April 12	Final Exam

Grading:

The grade for the course will be based on the laboratory reports (80%) and the final exam (20%). The laboratory reports are due *at the start of* the next week's laboratory period. The final write-up will be due at the time of the final exam. Guidelines for the laboratory report will be provided by your teaching assistant at the start of the semester.

Computers:

You must bring your laptop with you to every laboratory meeting. We will install digital acquisition and control software (no charge for the software) on your computer that will be used to record the physiological data and control the physiological instrumentation throughout the semester.

COMMUNICATION STUDIES 411

CRITICAL PERSPECTIVES (Fall 2006)

Section: CRITICAL THEORY

Dr. Richard C. Cante
Office Hours: By Appointment
Office: Bingham 214
Email: rcante@email.unc.edu
Mailbox: Bingham 105

Class Meetings:

Tue 3:30-6:15 pm, Gardner 307

Course Objective:

An overview of those realms of modern and contemporary thought and writing that are known as, and closely associated with, “critical theory.”

Required Books:

Critchley, Simon. *Continental Philosophy: A Very Short Introduction*.

Edmonds, David and Jon Eidenow. *Wittgenstein's Poker*.

Freud, Sigmund. *Civilization and its Discontents*.

Leitch et al, eds. *Norton Anthology of Criticism and Theory*.

Abbreviated below as “NA.”

Evaluation:

- | | |
|--|-----|
| 1. Take-Home Midterm Exam, 5-7 carefully written pages | 45% |
| 2. Cumulative Take-Home Final, 7-9 carefully written pages | 55% |

PLUS ATTENDANCE POLICY AS DELINEATED BELOW.

Course Policies:

1. The material covered in this course is notoriously complex and difficult. It will be virtually impossible to pass this course without regular attendance at course meetings, and without having done the required reading before each lecture. (It is also essential that you *re-read* any of the required readings that you may have already encountered.) DO NOT leave the readings until right before the exams.
2. Because of #1 above, this course follows a strict attendance policy. You are allowed one free miss during the semester. After that, each class session you miss will lower your FINAL COURSE GRADE (the tally of your grades on the two exams) by one full letter grade. This is beyond the hit your exams will take from your having missed the actual content of those lectures—a hit which will most likely be substantial in and of itself, since each lecture builds on the previous ones.
3. You cannot receive a grade other than F in this course without completing both exams. And you cannot receive a grade other than F if you miss more than 3 class sessions.
4. Except in the case of serious and documented personal emergency, no incompletes will be given.
5. There will be no make-up exams.
6. Class begins at 2pm sharp. Be there at 2pm to be considered present; that is when the attendance sheet will be circulated, and that will be your *only* chance to sign it. Similarly, at the instructor's discretion, students who repeatedly leave course sessions for absurdly long periods of time and/or repeatedly leave class early will not be considered (fully) present for attendance purposes.
7. Only in cases of serious and documented personal emergency—documented with the college, through an advisor who then notifies all of your professors of the situation—will exceptions be made to attendance, deadline, and late grading policies. I myself, of course, do not traffic in emails or phone calls about such things as flat tires, driving friends to the airport, etc.
8. No late take-home midterm or final exams will be accepted. Also, any take-home exams submitted via formats/methods other than that indicated below, or submitted to other places, will not be considered received.
9. All of this is said because I have to be fair to, and upfront with, all the students in the course by setting clear “ground rules.” But let me also add that the material in this course is fascinating, vital, important and fabulously interesting—as well as challenging in ways that will themselves be new to many of you. In other words, as long as you are willing to expend the effort, this course is *well worth it*. This is material with which any intellectually serious student graduating from a prestigious university would these days be doing themselves a disservice by being unfamiliar.
10. Be sure to take good, careful, comprehensive notes at all class sessions. You will need them.

COURSE SCHEDULE

- Tue Aug 29 Introduction
- Get started on reading for September 5th right away.
-
- Tue Sept 5 Some Selective Backstory: On the Modern “Turn to Language”
and Other Related Things (such as Science)
- Reading for Today:
-Edmunds and Eidenow, *Wittgenstein’s Poker*
-
- Tue Sept 12 More Selective Backstory: On Continental vs. Analytical
Philosophy and the Means and Ends of “Knowledge”
- Reading for Today:
-Critchley, *Continental Philosophy: A Very Short Introduction*
-
- Tue Sept 19 Semiotics and Structuralism
- Reading for Today (Always Read NA Excerpts Chronologically):
-Saussure, NA pp. 960-966, from *Course in General Linguistics*
(1916)
-Levi-Strauss, NA pp.1415-1418, “Overview” (b. 1908)
-Barthes, NA pp. 1416-1466, from *Mythologies* (1957)
-Todorov, NA pp. 2099-2106 from *Structural Analysis of
Narrative* (1969)
-
- Tue Oct 3 Toward “Post-Structuralism:” From Language/Signs to Ideology
- ***Note: Possible Time Change (~4:30pm-7:30pm)*****
- Reading for Today:
-Marx (and Engels), NA 759-763 “Overview” (b. 1818, 1820)
-NA 764-769, from *Economic/Political Manuscripts* (1844)
and *The German Ideology* (1845)
-NA 776-783, from *Capital* (1857)
-Gramsci, NA 1135-1145, “Overview” and “The Formation of the
Intellectuals” (1929-1933)
-Althusser, NA 1483-1505, from “Ideology and the I.S.A.” (1969)

Tue Nov 14 Hold on a Minute II: Selected Interventions and Reminders

Reading for Today:

- Heidegger, NA 1121-1134, "Language" (1950)
- Austin, NA 1430-1442, "Performative Utterances" (1961)
- De Beauvoir, NA 1406-1415, from *The Second Sex* (1953 Fr.)
- Fanon, NA 1575-1587 "Overview" and from *The Wretched of the Earth* (1961)

Tue Nov 21 Post-Modernism

Reading for Today:

- Baudrillard, NA 1732-1741, from *The Precession of Simulacra* (1981)
- Lyotard, NA 1612-1615, "Defining the Postmodern" (1986)
- Jameson, NA 1960-1974, "Postmodernism and the Consumer Society" (1988)

*****Take-Home Final Exam Distributed—End of Class*****

Tue Nov 28 Foucault, "(New) Historicism" and After

Reading for Today:

- Foucault, NA 1615-1621, "Overview"
 - NA 1648-1666, from *The History of Sexuality Volume I* (1976)
 - NA 1667-1670, from "Truth and Power" (1977)
 - PDF (distributed), from *Society Must Be Defended* (1975)

Tue Dec 5 Derrida and "Deconstruction"

Reading for Today:

- Derrida, NA 1815-1821, "Overview"
 - PDF file to be distributed: "I Have a Taste for the Secret," pp. 1-92 (Interviews, 1994-1995)

Required Viewing for Today:

- Derrida: The Movie*, on reserve for this course--check paper book only!--at Media Resources in Undergrad Libe. Also at some Visarts.

*****BEFORE VIEWING: Visit <http://www.derridathemovie.com>.**

On site, read the passages from Derrida's work that are used in the tape. Right after viewing it, read them *again*

Tues Dec 12

Hold On a Minute! II: More Selected Interventions and Reminders

Reading for Today:

- Spivak, NA 2197-2208, "Can the Subaltern Speak?"(1988)
- Butler, NA 2490-2501, from *Gender Trouble* (1990)
- Deleuze, PDF (distributed), from *Foucault* (1988)
- Deleuze and Guattari, PDF (distributed), from "On Several Regimes of Signs" from *A Thousand Plateaus: Capitalism and Schizophrenia* (1987)
- Haraway, NA 2269-2299, A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980s" (1991)

Fri Dec 15

*****Final Papers Due by 5pm by email only, as MS Word attachment, to rcante@email.unc.edu.*****

Communication Studies 535
SEMINAR IN DIRECTING

Paul Ferguson
Bingham Hall 312
Phone: 962-4941

Email: AndreaPF@aol.com
Office Hours: TBA and by appointment

COURSE DESCRIPTION

Perhaps no “role” in the theatre is more complicated, demanding, complex, frustrating, maddening, challenging, and rewarding than the director’s. The director must be a leader, a follower, an authority figure, a fan, a critic, a psychologist, a social worker, a visionary, and, above all, a collaborator who knows when to listen and when to end discussion. Directing requires excellence in communication, textual analysis, organization, management, imagination, creativity, teaching, staging, design, reflection, interrogation, and critique. It demands hard work, long hours, patience, diligence, stick-to-it-tivity, compromise, ego, humility, and an unwavering belief (at least while in the presence of the cast and production staff) that an artistic event will happen exactly when it is supposed to and exactly as envisioned. Finally, the director must be a person willing to step aside at the moment of payoff and let others accept the public acclaim. Wise directors understand that they will receive too little praise and too much blame.

Directing is intensely personal and inherently social. It is simultaneously theoretical and practical, abstract and concrete...and it is an activity that continuously generates *questions*. This directing seminar will explore questions *about directing itself* (Why direct? What is directing? What are the director’s responsibilities? What separates “good” directors from “bad” ones? How, when, and why might the director’s sex influence his/her work?); *about rehearsal* (What constitutes a successful rehearsal? How are rehearsals planned? What atmosphere is necessary for successful rehearsals?); *about the text* (What is the director’s relationship to the script? How does the director analyze the script? How and when is this analysis communicated to the cast and production staff? How do directors respond to analyses different from their own?); *about staging* (What is staging? How much staging is done by the director and how much by the cast? How can the director collaborate with the cast on compositions and stage movement?); *about talking to actors* (What director talk enables actors to progress? What director talk disables them? How does the director stay true to a personal vision and allow/ incorporate/reject the input of the actors? How is director talk adjusted for different levels of actor talent, training, and experience? How is director talk adjusted for different amounts of rehearsal time?); and *about talking to designers and production staff* (How does the director collaborate with lighting, set, and costume designers? How are differences and compromises negotiated with the designers? What must the director know about the work of the designers? What is the director’s relationship to the production stage manager? How do the director and stage manager collaborate on “keep up” after the show opens? How does the director work with an assistant director?

EXPECTATIONS

Seminar participants are expected *to respond* to the above questions and *to raise* others. Constant preparation for discussions and participation in teaching, planning, administration, and acting/directing exercises are essential for the seminar to succeed.

PLEASE NOTE

Although acting, directing, and rehearsal exercises will regularly occur, the seminar should not be considered a scene-work practicum. Seminar attendance at performances and rehearsals outside normal class time is required. Dates and times will be announced well in advance. **Seminar participants should be prepared to suggest three such events at the seminar's second meeting. On a single page that you will duplicate for the class, give the title, author, director, location, dates, curtain times, admission fees (if any), and a brief narrative summary of each of your choices.**

REQUIRED TEXTS

- Ball, William. *A Sense of Direction: Some Observations on the Art of Directing*. New York: Drama Publishers, 1984.
- Bloom, Michael. *Thinking Like A Director: A Practical Handbook*. New York: Faber and Faber, Inc., 2001.
- Bogart, Anne. *A Director Prepares: Seven Essays on Art and Theatre*. New York: Routledge, 2001.
- Carlisle, Barbara, and Don Drapeau. *hi concept-to teach: theatre for everyone in any place*. Plymouth, NH: Heinemann, 1996.
- Converse, Terry John. *Directing for the Stage: A Workshop Guide of 42 Creative Training Exercises and Projects*. Colorado Springs, CO: Meriwether Publishing, Ltd., 1995.
- McCabe, Terry. *Mis-directing the Play: An Argument Against Contemporary Theatre*. Chicago: Ivan R. Dee, 2001.
- Perry, John. *The Rehearsal Handbook for Actors and Directors: A Practical Guide*. Wiltshire: The Crowood Press Ltd., 2001.
- Spolin, Viola. *Improvisation for the Theatre*, Third Ed. Evanston, IL: Northwestern University Press, 1999.

ASSIGNMENTS

Participation, discussion, and critique (based on readings, observations, and exercises).....	30%
Director’s Journal (specifics to be announced, but the intent is to create a permanent addition to each director’s resource library).....	15%
Response papers and abstracts.....	35%
Final Exam.....	20%

ATTENDANCE

Attendance at all seminar meetings is assumed. Any unexcused absence will affect the course grade. Any absence during a presentation or exercise requiring a partner will result in a substantial reduction of the course grade. One way to view the importance of attendance at class and outside meetings is to think of yourself as both faculty and student in the seminar.

WRITING REQUIREMENTS

Written work should be word processed. For critiques, abstracts, and journal essays, use introductions, conclusions, appropriate paragraphing, correct grammar and spelling, careful proofreading, and a standard form for source citation (e.g., MLA or APA). Mechanics are not **the** thing, but they will be a factor in each assignment's evaluation. Written work that does not conform to the above standards will be either failed immediately or returned as unfinished and accepted upon revision as late work **if** time permits. Acceptance of late written work is at the discretion of the instructor. **If** late work is accepted, a penalty of **at least** one letter grade is automatically assessed. *PLEASE NOTE: Except in the rarest of circumstances, late work will not be accepted.*

ETHICAL STANDARDS

You are bound by the Honor Code. This prohibits the giving or receiving of unauthorized aid for all class work. The Honor Code also prohibits plagiarism; thus it is unethical to claim as your own work something prepared in whole or part by someone else. The source of all quoted or paraphrased materials must be cited. **If you are discovered violating ethical standards in any way, university policy requires that a report be made to the Student Judicial System.**

Template Syllabus for Proposed COMM 550 “American Independent Cinema”

**(Old Course # and Name):
Topics in Media Studies
Comm 659, Section 001
Fall 2008**

**Mon 4-7 pm
Dey Hall #305**

“Because something is happening here
But you don’t know what it is
Do you, Mr. Jones?”

-Bob Dylan
“Ballad of a Thin Man”
Highway 61 Revisited (1965)

Dr. Richard Cante
Associate Professor of Media and Cultural Studies
Office Hours: Monday 1-3:30pm (and by appointment)
Office: Bingham 201A
Office Phone: 962-4958
Mailbox: Bingham 105
rcante@email.unc.edu

Purpose of Class:

Intensive investigation of some particularly influential strains of U.S. independent—whatever that is—narrative cinema, and of their myriad cultural, aesthetic, political, historical, social, industrial and economic implications. We will focus particularly on the 1970s and 1980s, and err somewhat on the side of the “mainstream”—whatever that is.

Required Assignments:

- All viewings are required. It is your responsibility to have completed all assigned viewings before each class session, one way or another. Please see also info circulated in advance via email about the course as well, to which you have agreed to by remaining in the class.
- Take-home midterm exam, 30% of your grade. 5-7 pages, proofed, spellchecked, double-spaced, 12 point type maximum.

-Three screening quizzes, to be given on any 3 of the days we meet, @ 10% of your grade each (30% total). There are three possible grades on these: check (A), check minus (C), zero (F).

-Final take-home exam, 40% of your grade. 5-7 pages, proofed, spellchecked, double-spaced, 12 point type maximum. Cumulative. Aim: further synthesizing the flow of information from the whole class.

-Plus attendance policy as delineated below.

*Notes: There will be no make-up quizzes, exams, or anything like that.

You cannot receive a grade other than F in this course without completing the mid-term exam and the final take-home exam. No late take-home finals will be accepted.

Attendance Policy:

(Excluding exceptions in the case of genuine emergencies that are reported as per normal university procedures.)

1st missed class = no penalty (including free pass from the quiz, if there is one that day)

2nd missed class = half a grade is skimmed from the final grade that earn from the above materials. Also, zero (F) on quiz for that day should there be one. Half a grade means: A goes down to an A-, A- goes down to a B+, B+ is reduced to a B, B is reduced to a B-, B- is reduced to a C+, C+ is reduced to a C, C is reduced to a C-, C- reduced to a D, and D reduced to an F.

3rd missed class = one full grade is skimmed from the final grade earned from all of the above for each class that is missed beyond the 2nd missed class. Also, zero (F) on missed quizzes for each of these days.

*Note: these attendance policy dockings to your final grade are in addition to the ways that the quality of your work will suffer, as will the grades it will likely receive, from having missed the materials covered in those missed classes.

Course Schedule

Aug 25th

Introduction: What *is* It?

Sept 1

No class—Labor Day

Sep 8
History

Required Preliminary Viewings Part):

Easy Riders and Raging Bulls (2003, doc)
A Decade Under the Influence (2003, doc)
Independent's Day (1998, doc)
This Film is Not Yet Rated (2006, doc)

Sept 15
Preliminary Viewing Part II: Late 60s Assortment

Required Viewing for Today:

Bonnie and Clyde (Penn, 1967)
2001: A Space Odyssey (Kubrick, 1968)
Midnight Cowboy (Schlesinger, 1969)
Easy Rider (Hopper, 1969)

Sept 22
Robert Altman

Required Viewing for Today:

McCabe and Mrs. Miller (1971)
The Long Goodbye (1973)
California Split (1974)

Sept 29
Hal Ashby

Required Viewing for Today:

Harold and Maude (1971)
Shampoo (1975)
Coming Home (1977)

Oct 6
Martin Scorsese

Required Viewing for Today:

Mean Streets (1973)
Taxi Driver (1976)
Raging Bull (1980)

Oct 13
Francis Ford Coppola

*****take-home midterm handed out*****

Required Viewing for Today:

The Conversation (1974)
Apocalypse Now (2001 *Redux* re-cut only)
One from the Heart (1982)

Oct 20
John Cassavetes

Required Viewing for Today:

A Constant Forge (2000, doc, 200 minutes!)
Minnie and Moskowitz (1971)
The Killing of a Chinese Bookie (1976)
Opening Night (1977)

Oct 27
Woody Allen

Required Viewing for Today:

Annie Hall (1977)
Manhattan (1979)
Another Woman (1988)

Nov 3
Spike Lee

*****midterm due at beginning of class*****

Required Viewing for Today:

She's Gotta Have It (1986)
Do the Right Thing (1989)
Summer of Sam (1999)

Nov 10
Post-1990 Assortment

Required Viewing for Today:

Reservoir Dogs (Tarantino, 1992)
High Art (Cholodenko, 1998)
Chuck and Buck (Arteta, 2000)
Bubble (Soderbergh, 2005)

Nov 17
Gus Van Sant

*****Take-Home Final handed out at end of class.*****

Required Viewing for Today:

Drugstore Cowboy (1989)
Gerry (2002)
Last Days (2005)
Paranoid Park (2008, if available)

Nov 24
Todd Haynes

Required Viewing for Today:

Superstar (1987, short)
Safe (1995)
Velvet Goldmine (1998)
I'm Not There (2007)

Dec 1
Other, Very Recent Trends

Required Viewing for Today:

*****Screenings To Be Determined By You*****

**-Take-Home Final Due before end of scheduled time of course final exam.
-Take-Home Final due via EMAIL ONLY, as MSWORD ATTACHMENT ONLY,
to rcante@email.unc.edu**

***Note: No late take-home finals will be accepted.**

Template Syllabus for Proposed Comm 551

Hitchcock and the Sign

Dr. Richard C. Cante, Associate Professor of Media and Cultural Studies

Department of Communication Studies

rcante@email.unc.edu

Course Objective:

To give Alfred Hitchcock's cinema some well-deserved attention while tracking massive, essential debates about signification and reference through philosophy, linguistics, literary theory, visual culture, narratology and cultural theory.

COURSE SCHEDULE

I. The Infinite Regress of Cinema

Screening: *Sabotage* (1936)

Reading: de Man, "Criticism and Crisis," "Form and Intent in the American New Criticism," "The Dead End of Formalist Criticism," "Semiology and Rhetoric"

II. The Letter

Screening: *Shadow of a Doubt* (1943)

Reading: Lacan and Derrida, from *The Purloined Poe* (excerpts); Žižek, ed. *Everything You Always Wanted to Know about Lacan—But Were Afraid to Ask Hitchcock* (excerpts)

III. Co-ordination

Screening: *North by Northwest* (1936)

Reading: Zizek, ed. (excerpts); Barthes, *Image-Music-Text* and *The Pleasure of the Text* (excerpts)

IV. Voice

*****take-home midterm handed out*****

Screening: *The Man Who Knew Too Much* (1956 version)

Reading: Zizek, ed (excerpts); Barthes *Image-Music-Text* and *The Pleasure of the Text* (excerpts); Eco, *Theory of Semiotics* (excerpts)

V. Scream

Screening: *Psycho* (1960)

Reading: Zizek, ed (excerpt); Eco, *Theory of Semiotics* (excerpts); Saussure, *Writings and Course in General Linguistics* (excerpts)

VI. Squawk

*****take-home midterm due*****

Screening: *The Birds* (1960)

Reading: Eco, *Theory of Semiotics* (excerpts); Saussure, *Writings and Course in General Linguistics* (excerpts); Pierce, *Pierce on Signs: Writings on Semiotic* (excerpts)

VII. Habit

Screening: *The Trouble with Harry* (1955)

Reading: Saussure, *Writings and Course in General Linguistics* (excerpts); Pierce, *Pierce on Signs: Writings on Semiotic* (excerpts)

VIII. X-change

Screening: *Strangers on a Train* (1951)

Reading: Saussure, *Writings and Course in General Linguistics* (excerpt); Pierce, *Pierce on Signs: Writings on Semiotic* (excerpt); Barthes, *The Pleasure of the Text* (excerpt); *Barthes Image-Music-Text* (excerpt)

VIX. Name

Screening: *Marnie* (1964)

Reading: Zizek, ed. (excerpt); Eco, *Theory of Semiotics* (excerpt); Saussure, *Writings and Course in General Linguistics* (excerpt); Pierce, *Writings on Semiotic* (excerpt)

X. System

Screening: *The Thirty Nine Steps* (1966)

Reading: Pierce, *Pierce on Signs: Writings on Semiotic* (excerpt); Derrida, *Of Grammatology* (excerpts)

XI. Number (π)

Screening: *Torn Curtain* (1966)

Reading: Zizek, ed. (excerpt); Eco, *Theory of Semiotics* (excerpt); Saussure, *Writings and Course in General Linguistics* (excerpt); Derrida, *Of Grammatology* (excerpt)

XII. Void

Screening: *Vertigo* (1958)

Reading: Zizek, ed. (excerpt); de Man, "The Rhetoric of Temporality;" Barthes, "The Utopia of Language" (from *Writing Degree Zero*); Derrida, *Of Grammatology* (excerpts)

XIII. Mask

Screening: *Rear Window* (1954)

Reading: Cohen, *Hitchcock's Cryptonomies* (Volume I), 1st half.

XIV. Twist

Screening: *Rope* (1948)

Reading: Cohen, *Hitchcock's Cryptonomies* (Volume I), 2nd half

XV. Liquid

Screening: *Notorious* (1946)

Reading: Cohen, *Hitchcock's Cryptonomies* (Volume II), 1st half

*****FOR FINAL EXAM AT SCHEDULED TIME*****

1. Required Screening: *To Catch a Thief* (1955)
2. Required Reading: Finish Cohen, *Hitchcock's Cryptonomies* (Volume II), 2nd half

Bring whatever notes or books you wish. You can use whatever you want during exam.

TEMPLATE SYLLABUS FOR PROPOSED NEW COURSE COMM 650**GLOBAL MEDIA ECONOMICS AFTER CONVERGENCE****Dr. Richard C. Cante****Unit I. Basics, via Film**

Week 1. History

Readings:*An Economic History of Film*, John Sedgwick

Week 2. Basic Concepts in Film Economics

Readings:*A concise handbook of movie industry economics*, Charles C. Moul (excerpts)*A Handbook of Cultural Economics*, By Ruth Towse (excerpts)

3. Basic Operations in Film Economics

Readings:*A concise handbook of movie industry economics*, Charles C. Moul (excerpts)*A Handbook of Cultural Economics*, By Ruth Towse (excerpts)

4. "Financials"

Readings:*Entertainment Industry Economics: A Guide for Financial Analysis*, Harold L. Vogel (excerpts)*A Handbook of Cultural Economics*, By Ruth Towse (excerpts)

Week 5. Risk and Uncertainty

Readings:

Hollywood Economics: How extreme uncertainty shapes the film industry, Arthur De Van (excerpts)

Week 6. Flux

Readings:

Hollywood Economics: How extreme uncertainty shapes the film industry, Arthur De Van (excerpts)

“Speculative Microeconomics for Tomorrow’s Economy,” J. Bradford DeLong, and A. Michael Froomkin, *First Monday*, Vol. 5, No. 2 (February 2000)

“DIY Film Distribution,” John Anderson, *The New York Times* (July 30 2008)

Unit II. International Markets, including Television

Week 7. Production

Reading:

The Film Studio: Film Production in the Global Economy, Tom O'Regan, Ben Goldsmith

Week 8. Distribution Channels and Routing Old and New

Reading:

Global Television and Film: An Introduction to the Economics of the Business, Colin Hoskins, Stuart McFadyen, Adam Finn (excerpts)

The Economics, Technology and Content of Digital TV, Darcy Gerbar (excerpt)

A Handbook of Cultural Economics (excerpts)

Week 9. Distribution: Regional Cases

Readings:

The International Market in Global Film and Television Programs, Eds. Eli Noam and John Millonzi (excerpts)

“An Economic Critique of Free Trade in Media Products,” C. Edwin Baker, *North Carolina Law Review*, June 2000

Unit III. Toward Full-Blown Convergence, Global

Week 10. History: Overarching Critiques of Emergence and Implications

Reading:

A Brief History of Neoliberalism, David Harvey

The Network Society (v III): A Cross-Cultural Perspective, Castells (excerpts)

Week 11. Distribution: International and Convergence Cases

Readings:

The Information Society (V. I), Castells (excerpt)

Stanford Case Study: *Netflix: Opening or Closing Credits in Online Movie Distribution?* Jessica Phillips Patrick, 2004.

Tribeca Film International Report: *The Economics of Independent Film and Video Distribution in the Digital Age*

“Evaluating the Costs and Benefits of Taxing Internet Commerce,” Austan Goolsbee and Jonathan Zittrain, Working Paper, May 1999

Week 12. Technological Integration

Readings:

Global Media Economics: Commercialization, Concentration and Integration of World Media Markets, Alan B. Albarran and Sylvia Chan-Olmsted (excerpts)

Global Networks, Linked Cities, Sassen (excerpt)

Week 13. Some Transcontextual Complications of Integration I

Readings:

“The Economy of Information,” Barlow

Information Economics, Varian (excerpts)

“Understanding Digital Markets: Review and Assessment,” Michael D. Smith, Joseph Bailey, and Erik Brynjolfsson, Sloan Working Paper 4211-01, Oct. 2001

Global Media Economics: Commercialization, Concentration and Integration of World Media Markets, Alan B. Albarran and Sylvia Chan-Olmsted (excerpts)

Week 14. Some Transcontextual Complications of Integration II

Readings:

An Introduction to the Law and Economics of Intellectual Property,” Stanley M. Besen and Leo J. Raskind, *Journal of Economic Perspectives*, Winter 1991, pp. 3-27

“The Copyright Term Extension Act of 1998: An Economic Analysis,” George Akerlof et al., AEI-Brookings Joint Center Brief 02-1, May 2002

Privatization and Self-Regulation as Tropes of Global Media Restructuring,” Monroe Price, Cardozo Law School Working Paper 010, April 2000

Case: *The Long Battle for an Instant Messaging Standard*, Steven Fan, 2005

Week 15. User-End (Among Other) Market Developments

Readings:

Convergence: User Expectations, Communications Enablers and Business Opportunities, Christian Saxtoft
(excerpts)

Final Exam: 25% of grade

TEMPLATE SYLLABUS FOR PROPOSED COMM 681**(Old Name and Number: Special Topics in Media and Cultural Studies)****Section Title:
Contemporary Film Theory**

Dr. Richard Cante, Associate Professor of Media and Cultural Studies
Office Hours: Tuesdays, by appointment. (Please ask a week in advance.)
Office: Bingham 201A
Office Phone: 962-4958
Email: rcante@email.unc.edu
Mailbox: Bingham 105

Meeting Time and Place:

Tues 6- 9pm Bingham Seminar Room

Required Books:

1. Deleuze, *Cinema 1* and *Cinema 2* (selections from both)
2. Nowell-Smith, ed. *Oxford History of World Cinema* **Indicated below by "Entry."**
3. Morley, *Family Television*
4. Rush, *New Media in Late Twentieth Century Art*

Supplemental materials via pdf

Evaluation:

1. Take Home Midterm 25%
2. Response Brief 15%
3. Research Paper (including preliminary materials) 35%
4. Final Exam 25%

You must complete all of the above work to receive a passing grade.

COURSE SCHEDULE

- Tues January 7 Modernism
- Reading for this first session:
 Silent Cinema entries (6-71 +and 183-207)
 Weimar Germany entry (136-151)
- Required Viewing for this first session:
 1. *The Crowd* (King Vidor, US, 1928)
 2. *Sunrise: A Song of Two Humans* (Murnau, US, 1927)
- Note: Please be sure to make up anything that you didn't get to by tonight for next week's class.
-
- Tues January 14 Classical Film Theory's Wake I: Formalism
- Reading for Tonight:
 Eisenstein ("Cinematic Principle and the Ideogram")
 Pudovkin ("On Editing")
 Arnheim ("Film and Reality")
 Munsterberg ("The Means of the Photoplay")
 Russian Formalist entries (159-174 and 389-398)
 Avant-Garde film entries (95-105 and 537-551)
- Required Viewing for Tonight:
 1. *The Existentialist* (Prochnik, US, 1951)
 2. *Cascade: Vertical Landscapes* (MICA-TV, US, 1984)
 3. *New York, New York* (Scorsese, US, 1977)
-
- Tues January 21 Classical Film Theory's Wake II: Realism and Perception
- Reading for Tonight:
 Bazin:
 1. "Ontology of Photographic Image"
 2. "Myth of Total Cinema"
 3. "Evolution of the Language of Cinema"
 4. "An Aesthetic of Reality"

5. “In Defense of Rossellini”
6. Kracauer (“The Establishment of Physical Existence”)
Italian neorealism entry (353-361)

Required Viewing for Tonight:

Viaggio in Italia (Voyage to Italy) (Rossellini, Italy, 1953)

Tues January 28

Structuralism & Narratology

Reading for Tonight:

Guzzetti, “Christian Metz and the Semiology of Cinema”
Metz, “On the Notion of Cinematographic Language” and
selections from *The Imaginary Signifier*

Bellour, “Segmenting/Analyzing” & “The Obvious and the Code”

Elsaesser, “Tales of Sound and Fury”

Dyer, “Entertainment and Utopia”

Required Viewing for Tonight:

1. *Mod Squad* episode (“A Short Course in War,” 1969)
2. *Snoopy, Come Home!* (Melendez, US, 1972)

Tues February 4

Historiography, Vision, Sense

Reading for Tonight:

Benjamin, “Theses Philosophy History”

Gunning, “The Text in History”

Elsaesser, “Primary Identification and the Historical Subject”

Williams, “Pre-history” and “The Money Shot”

Harris, “A Psychohistory of the Gay Body”

“Sex and Sensationalism” entry

Required Viewing for Tonight*:

1. *Deep Throat* (Damiano, US, 1973)
2. *Insatiable* (McCallum, US, 1980)

Sign-out individually (one at time) outside my door for 24 hours. Or rent—preferably on DVD!

Silverman, from *The Acoustic Mirror*

1. "Fantasy of Maternal Voice: Paranoia, Compensation"

Required Viewing for Tonight:

1. *The Planets* (Talenti, US, 2002)
2. *Safe* (Haynes, US, 1995)

Tues March 4

Postmodernist, Postcolonialist, Postnationalist &
Postcommunist/Postsocialist Interventions

Take-Home Midterm Due at Beginning of Class

Reading for Tonight:

Jameson, "Postmodernism and Consumer Society"

Cante/Restivo, "The 'World' of All-Male Pornography"
(via email attachment)

Stam/Shohat, "From Imperial Family to Transnational Imaginary"

Entries 436-443 ("After World War II") and 567-575 ("Art
Cinema") and 576-586 ("New Directions in French
Cinema')

Global Bollywood (selection)

Required Viewing for Tonight:

1. *The Eternal Frame* (Ant Farm Collective, US, 1975)
2. *Sympathy for the Devil* (Godard, UK/US/France, 1968)

Tues March 11

NO CLASS: SPRING BREAK

Tues March 18

Neoformalist, Neocognitivist and Ecological Complaints

paper proposal and preliminary bibliography due

Reading for Tonight:

Bordwell, "Classical Hollywood Cinema: Narrational Principles
and Procedures"

Carroll, "Toward a Theory of P.O.V. Editing"

Salt, "Statistical Analysis of Motion Picture Style"

Bordwell & Carroll, Introduction to *Post-Theory*:

Reconstructing Film Studies

Bordwell (from *Post-Theory*): "Film Studies and the Vicissitudes
of Grand Theory"

Carroll (from *Post-Theory*): "Prospects for Film Theory"

Required Viewing for Tonight:

1. *Besieged* (Bertolucci, UK/Italy, 1998)

Tues March 25

Television, Video and Intermedial Interventions I: Reconsidering Spectatorship & Reception

Reading for Tonight:

Morley, *Family Television* (whole book)

Spigel, "Television in the Family Circle"

Stam, "Television News and Its Spectator"

Entry, "Cinema Verite and the New Documentary"
(527-537)

Required Viewing for Tonight:

1. *Silverlake Life* (Joslin/Massey, US, 1993)

Tues April 1

Other Difference Interventions: The Case(s) of Race

Reading for Tonight:

Fanon, "The Fact of Blackness," Chapter 5 of Black Skin, White Keeling, "In the Interval": Frantz Fanon and the "Problems" of Visual Representations" (Forthcoming, Qui Parle, email)

hooks, "Selling Hot Pussy" from Black Looks

Taylor, "Black Cinema in the Post-Aesthetic Era" from Questions of Third Cinema (eds. Jim Pines and Paul Willemen)

Bhaba, "The Commitment to Theory," from Questions of Third Cinema

Isaac Julien and Kobena Mercer, "De Margin and De Centre" from (among other places) The Film Cultures Reader, Ed. Graeme Turner

Recommended Reading:

Dyer, "The Light of the World," from White

Required Viewing for Tonight:

1. *Bamboozled* (2000) dir. Spike Lee

2. *Naked Acts* (1997) dir. Bridgett M. Davis

Recommended Viewing:

Killer of Sheep (1977) dir. Charles Burnett (reserve only)

Tues April 8

Television, Video and Intermedial Interventions II:
 Historiographical Reconsiderations and the Splintering of
 “Theoretical” and Analytic Methods

Response Brief due

Reading for Tonight:

Cante, “Videobars and the Emplacement of Gay Male Desire”

Holt, “The Costanza Maneuver: Is it Rational for George to Do
 the Opposite?”

Epperson, “Seinfeld and the Moral Life”

Schwoch, “Television, Chechnya, and National Identity After the
 Cold War”

Video chapters in Rush (pp 78-168)

“Television and the Film Industry” Entry (466-475)

“Avant-Garde: The Second Wave” Entry (537-551)

Required Viewing for Tonight:

1. *Taxi* episode (“Latka the Playboy”)
2. *The Ruling Classroom* (Bull and Gibney, San Francisco Public
 Television, 1979)
3. *Documenta 6* Broadcast, 1973 (International)
4. William Wegman video Selections

Tues April 15

Other Selected Critical-Theoretical Interventions

Reading for Tonight:

From the two Deleuze books:

Cinema 1: chap 1—FIRST COMMENTS ON BERGSON

Cinema 1: chap 5--THE PERCEPTION IMAGE

Cinema 1: chap 12 -- CRISIS IN ACTION IMAGE

Cinema 2: chap 4-- THE CRYSTALS OF TIME

Cinema 2: chap 7 –THOUGHT AND CINEMA

Andrew, “Neglected Tradition of Phenomenology in Film Theory”

Bersani and Dutoit, from *Forms of Being* (2003)

Entry, “The New Hollywood” (475-483)

Required Viewing for Tonight:

Mulholland Drive (Lynch, US, 2001)

Tues April 22

“New” Technologies/New Media/Digitality/Post-
Indexicality/Post-Humanism/And So On...

Reading for Tonight:

“New Technologies” Entry (483-490)

Remaining chapters in Rush (performance 36-78, digital 168-end)

British Cinema Entry

Eastern European Cinema Entry

Required Viewing for Tonight:

1. *Dekalog 1* (Kieslowski, Poland, 1986), 30 mins

2. *2001: A Space Odyssey* (Kubrick, UK/US, 1968)

Before concluding time of scheduled course final exam:

Final Resesrach Paper Due by as Email attachment (MS Word) to

rcante@email.unc.edu.

**Template Syllabus for Proposed Course Comm 682
(Old name and number)
SPECIAL TOPICS IN FILM AND MEDIA STUDIES**

Special Section Title:

**Histories of the Moving Image: Pasts, Presents, Future
Mondays 5pm (sharp) - 8pm
Hamilton Hall, Room #150**

**Dr. Richard C. Cante,
Associate Professor of Media and Cultural Studies
Office: Bingham Hall #201A
Office Hours: Mondays 1-4
rcante@email.unc.edu**

COURSE SCHEDULE

1. Monday 15 January 2007. *No Meeting: MLK Day.*
(Begin assigned reading.)
2. Monday 22 January The Image's Constant Novelty

Course Introduction

-J.P. Toussaint, *Television: A Novel*
-Deleuze, *Cinema 1* (2/3 of book)
3. Monday 29 January Toward a (Neo)Vitalist Logic of the Moving-Image

Discuss *Cinema 1*

-Required Reading: Deleuze, *Cinema 1* (last third) & *Cinema 2* (1st half)
4. Monday 5 February The Times of Moving-Image (Neo)Vitality

Discuss *Cinema 2*

-Required Reading: Deleuze, *Cinema 2* (finish book)

-Required Viewing: *Mille Gilles*
5. Monday 12 February Deleuze's Image of History/Deleuze's Time for History?

-Deleuze, selections
 1. "Having an Idea in Cinema (On Straub-Huillet)," 9 pages
 2. From *Negotiations*, Part II, "Cinema," pp. 46-81:
 - a. "On the Movement-Image" (Interview)
 - b. "On the Time-Image" (Interview)
 - c. "Doubts about the Imaginary" (Interview)
 - d. "Letter to Serge Daney"
-Kittler, *Gramophone, Film, Typewriter* (1st half, thru end of "Gramophone")

6. Monday 19 February Kittler's Contaminations, Kittler's Future(s)
 Take-Home Midterm Handed Out
 -Kittler, *Gramophone, Film, Typewriter* (thru end)
7. Monday 26 February Touching Temporal Vectors
 -Barthes, *Camera Lucida* (segment)
 -Derrida and Stiegler, *Ecographies of Television: Filmed Interviews*
 -Required Viewing: *Ghost Dance*
8. Monday 5 March The Movements of Deconstruction and The Frames of Form
 Take-Home Midterm Due
 -Weber, *Mass Mediuras: Form, Technics, Media*
9. Monday 12 March *Spring Break*.
10. Monday 19 March Histories in the Image/Histories of the Image/Histories Outside the Image
 -Stiegler, excerpts from *Technics and Time Volume 1: The Fault of Epimetheus* and *Technics and Time Volume 3: Time of Cinema*
 -Required Viewing (long!): *The Ister*
11. Monday 26 March Techno Rehumanization and the Authors of Imagery
 -Ranciere, *The Future of the Image*
 -Required Viewing: *JLG par JLG*
 Due: 500 word proposal for final paper, with focused 1-2 page bibliography

12. Monday 2 April All That There Ever Was

-Nancy, *The Ground of the Image*

-Required Viewing (short): Denis, *Vers Nancy*

13. Monday 9 April More Than There Ever Will Be?

-Gumbrecht, *The Production of Presence: What Meaning Cannot Convey*

-Required Viewing: *The Chances of the World Changing*

14. Monday 16 April Inside-Outs I: Facings Forward

-Agamben, "The Face" and "Notes on Gesture"

-Badiou, "Cinema, False Movement" & "What is it to Speak of a Film?"

-Bersani/Dutoit, excerpt from *Forms of Being: Cinema, Aesthetics, Subjectivity*

-Casarino, "Pornocairology; Or, The Communist Clinamen of Pornography"

-Mark Hansen, "The Time of Affect: Or, Bearing Witness to Life"

15. Monday 23 April Inside-Outs II: Other Returns, Other Destinies

-Zizek, excerpt from *The Parallax View*

-Cohen, excerpt from *Hitchcock's Cryptonomies*

-Zupencik, "The Concrete Universal, and What Comedy Can Tell Us About It" (from *Lacan: The Silent Partners*, Ed. Slavoj Zizek)

-Pfaller, "The Familiar Unknown, The Uncanny, The Comic" (from *Lacan: The Silent Partners*, Ed. Slavoj Zizek)

-Required Viewing:

Lacan, Television

STUDENT EVALUATION:

1. **Research paper (minimum 14 pages) 40 percent**
2. **Final Examination 25 percent**
3. **Take-Home Midterm 20 percent**
4. **Attendance and Participation 15 percent**

FINAL EXAM:

*****SCHEDULED FINAL EXAM PERIOD FOR THIS COURSE:*****

Final paper due, via email only as a Microsoft Word attachment, DATE X, to rcante@email.unc.edu.

Papers submitted via any other method will not be considered received.

No late papers will be accepted.

TEMPLATE SYLLABUS FOR PROPOSED COMM 683

“MOVING-IMAGE AVANT-GARDES AND EXPERIMENTALISMS”

(PREVIOUS NAME)

**SPECIAL TOPICS IN MEDIA STUDIES:
EXPERIMENTAL MEDIA: HISTORY AND THEORY**

3 Hour Weekly Lecture Plus 2.5 hour Weekly Screening (Generally a Program of Shorts)

One short response paper 20 percent of grade

Take-Home Midterm 30 percent of grade

Final Exam 50 percent of grade

--Plus attendance policy as delineated

COURSE SCHEDULE

UNIT I. SELECTED EARLY FILMIC EXPERIMENTAL ENDEAVORS

Week I EARLY CINEMATIC EXPERIMENTS: FOCUS ON EUROPE (AND EAST), SILENT WORK
“IMAGELESSNESS,” ABSTRACTION, ANIMATION, CITY SYMPHONICS

Week II EARLY CINEMATIC EXPERIMENTS: US, SILENT AND SOUND
“THE NEW YORK SCHOOL,” BEATS, CALIFORNIA SCHOOLS

Week III THE 60s: TRANSNATIONAL INFLUENCES
STRUCTURALIST FILM, ACTIONISM, THE ORGIASTIC, FLUXUS

UNIT II. SELECTED DECONSTRUCTIONS OF FILMIC NARRATIVITY

Week IV EASTERN AND WESTERN EUROPEAN NEW WAVE INFLUENCES
response paper due

Week V FOCUS ON SNOW

UNIT III. SELECTED DECONSTRUCTIONS OF FILMIC DOCUMENTARITY

Week VI WELLS/McBRIDE FEATURES AND CLIPS/NO LIES

Week VII FOCUS ON MEKAS
take-home midterm handed out

UNIT III. FROM FILMIC TO OTHER MATERIALISMS

Week VIII BRACKAGE AND SURROUNDING REALMS

Week IX WARHOL
take-home midterm due

Week X PROCESS VIDEO

Week XI FORMALIST “VIDEO ART” AND CONCEPTUAL VIDEO (FOCUS ON FEMINIST WORK)

Week XII INTERACTIVE AND DIGITAL WORKS, DISSEMINATED WORKS

Week XIII INTERMEDIA, INSTALLATION, SITE SPECIFICITY

UNIT IV. SELECTED ENDURING GENRES ACROSS MEDIA

Week XIV New Appropriational Forms, New Conceptual Forms, New Diaristics (Minimalist and Excessive)

Week XV New Essayistic Forms, New Guerilla Media and Media Intervention Techniques
(Serious and Frivolous), New Modes of Event Specificity

*****Scheduled Time***:**

Course Final Exam (will include a surprise screening about which you will write for one essay question)

GEOG 115

Maps: Geographic Information from Babylon to Google

Course Objectives

The objective of GEOG 115 is to introduce students to the science and art of map making. The course will lay the conceptual foundation necessary to understand how and why maps are made and used. Maps are used to collect, store, analyze and present spatial information. The course will include an overview of maps through history starting with the oldest known maps and working in stages up through to the present. Along the way the focus will be on how world views were expressed cartographically; the purpose and value of maps at different stages and in different cultures; technological advancements in mapping and map making; how the information and misinformation contained in maps affected (or were intended to affect) historical events; artistry, style, and social commentary in mapmaking. Throughout the course we will highlight particularly notable maps and mapmakers, critique maps for cartographic excellence and failings in design, study the reading and use of maps, and study how to communicate through maps.

Learning about maps is much like learning a new language- there are numerous new words (vocabulary) to learn, precise meanings of words to clarify (semantics), and rules to understand how the words are used together (syntax). Activities in the class revolve around how data and ideas are translated into the map language and how maps can provide us useful information. Among the topics to be covered are: scale, fundamentals of map projections, locational reference systems, map compilation, the nature of geographic data, data symbolization, topographic map reading, digital map data structures, types of thematic maps, introductory spatial analysis, the use of remote sensing imagery, and GPS. The course includes both theoretical and practical components; both are important.

Text and Readings

Texts for this course are:

"Map Use & Analysis: 4th Edition," by John Campbell: McGraw Hill.

"The Power of Maps" by Denis Wood: The Guilford Press or

"The Natures of Maps" by Denis Wood and John Fels: University of Chicago Press.

Practical Component

The practical component involves working with both analog and computerized maps. You will use cartographic and/or GIS software to complete some of the exercises. If you do not finish the exercises during the assigned time periods the department computer lab also has open hours.

Grading

Assignments 50%

Midterm 25%

Final 25%

Schedule of Lectures and Readings

Week		Exercise
1	Course Overview Introduction to Maps (Campbell 1-18)	Exercise 1: Map Interpretation
2	Histories of Mapping and Cartography	Exercise 1: Map Interpretation
3	Shape and Size of the Earth; Geodetic Control (Campbell 19-36) Map Projections (Campbell 37-47; Atlas p. 6-7)	Exercise 2: Map Coordinates and Scale
4	Referencing Systems (Campbell 48-73) Map Accuracy, Distance Measurement, Area Determination, and Using Maps for Navigation (Campbell 87-119)	Exercise 2: Map Coordinates and Scale
5	Mapping and Institutions Terrain Representation and Contour Mapping (Campbell 120-140) Topographic Maps and National Cadasters (Campbell 142-160)	Exercise 3: Topographic Maps
6	The Power of Maps Map Symbolization (Campbell 162-179) Spatial Patterns (Campbell 181-195)	Exercise 3: Topographic Maps
7	Midterm	
8	Thematic Maps (Campbell 201-219 & 245-252)	Exercise 4: Distance Calculations and Closed Traverse Surveying
9	Colonial and Indigenous Mappings	Exercise 4: Distance Calculations and Closed Traverse Surveying
10	Public Policy and Mapping	Exercise 5: Introduction to GIS
11	Satellite Remote Sensing (Campbell 269-277) Air Photography (Campbell 253-268)	Exercise 5: Introduction to GIS
12	Computer Cartography	Exercise 6: Introduction to

	(Campbell 279-291) Digital Maps (Campbell 293-299)	Remote Sensing
13	GIS and GPS (Campbell 301-315) 3-D Visualization	Exercise 6: Introduction to Remote Sensing
14	Future Mappings, Immersive digital environments	Exercise 7: GPS
15	Critiques of Cartography	Exercise 7: GPS

GEOL 412 Principles and Methods of Teaching Earth Science

Description:	<p>This course will develop the knowledge and skills teachers need to implement inquiry based earth science instruction: rich, conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students will participate in, design, and implement inquiry based earth science lessons while examining the support for inquiry in cognitive science and learning theory. Students' earth science learning and teaching experiences will prompt them to reconstruct their knowledge of earth science in ways that make it more conceptually and contextually focused while developing their mastery of project-based and inquiry-based instruction. This course and the fieldwork component are a requirement for the UNC-BEST program in Geological Sciences.</p>
Program Course Information:	<p>PROGRAM: Department of Geological Sciences (as part of the UNC BEST – UNC Baccalaureate Education in Science and Teaching program) GEOL 410 SECTION 001 COURSE TITLE: Principles and Methods of Teaching Earth Science CREDIT HOURS: 4 SEMESTER: Spring INSTRUCTOR: Staff</p>
Course Standards (Assessed)	<p>School, Professional, and State Standards Addressed in Course:</p> <p><i>UNC School of Education Standards</i></p> <ul style="list-style-type: none"> • Principle 1: Candidates possess the necessary content knowledge to support and enhance student development and learning • Principle 3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments. • Principle 4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field. <p><i>Interstate New Teacher Assessment and Support Consortium (INTASC) Principles</i></p> <ul style="list-style-type: none"> • INTASC-1: The teacher of science understands the central ideas, tools of inquiry, applications, structure of science and of the science disciplines he or she teaches and can create learning activities that make these aspects of content meaningful to students. • INTASC-4: The teacher of science understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. • INTASC-6: The teacher of science uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. • INTASC-7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. • INTASC-8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. • INTASC-10: The teacher fosters relationships with school colleagues, parents, and

GEOL 412 Principles and Methods of Teaching Earth Science

Description:	<p>This course will develop the knowledge and skills teachers need to implement inquiry based earth science instruction: rich, conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students will participate in, design, and implement inquiry based earth science lessons while examining the support for inquiry in cognitive science and learning theory. Students' earth science learning and teaching experiences will prompt them to reconstruct their knowledge of earth science in ways that make it more conceptually and contextually focused while developing their mastery of project-based and inquiry-based instruction. This course and the fieldwork component are a requirement for the UNC-BEST program in Geological Sciences.</p>
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agencies in the larger community to support students' well-being.

North Carolina Core Standards for Teachers

- NCCore-1: Teachers know the content they teach.
- NCCore-2: Teachers know how to teach students.
- NCCore-4: Teachers are leaders.
- NCCore-5: Teachers are reflective about their practice.

North Carolina Core Standards for Diversity

- NCDIV-1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.
- NCDIV-6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

North Carolina Core Standards for Technology

- NC-CTECH-1: Teachers demonstrate a sound understanding of technology operations and concepts.
- NC-CTECH-2: Teachers plan and design effective learning environments and experiences supported by technology.
- NC-CTECH-3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- NC-CTECH-4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- NC-CTECH-5: Teachers use technology to enhance their productivity and professional practices.
- NC-CTECH-6: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

North Carolina Specialty Standards for Science

- NCSCI-1: Science teachers understand the unifying concepts of science.
- NCSCI-2: Science teachers understand the nature of science and the development of scientific thought.
- NCSCI-3: Science teachers understand the historical development of scientific thought and the application of science to society.
- NCSCI-4: Science teachers understand the math concepts and processes and the technologies that are used in science.
- NCSCI-8: Science teachers create and use appropriate assessment strategies and instruments to improve science instruction for all students.
- NCSCI-9: Science teachers integrate appropriate technology to enhance instruction in science and scientific investigation.

	<ul style="list-style-type: none"> • NCSCI -10: Science teachers develop strategies to address science topics that • NCSCI-5: Science teachers use developmentally appropriate strategies to design and deliver instruction in science. • NCSCI-6: Science teachers plan and implement appropriate scientific investigations to develop problem solving and critical thinking skills in science • NCSCI-7: Science teachers organize and manage the science learning environment to ensure optimal learning. are controversial to diverse groups. • NCSCI-11: Science teachers encourage underrepresented groups to engage in science. • NCSCI-12: Science teachers work with professional colleagues, parents, and community members to improve science instruction for students. • NCSCI-13: Science teachers research and learn to apply best practice in science education and participate in the dissemination of those ideas. • NCSCI-14: Science teachers understand safety and liability issues in science and advocate for appropriate safety materials and enforcement practices in the classroom.
Activities & Assignments	<p>Reading and Reading Responses</p> <p>For most classes, reading will be assigned that help us answer the educational driving question that is the focus for Thursday classes. Each week a BB discussion forum will be established with a driving question to respond to. For every reading, you will be required to post a short discussion (1-2 paragraphs) on Blackboard discussing how the ideas in the article help you answer the posted driving question. In addition, each reading response should end with at least 2 questions you have about the ideas in the reading. Please post your reading responses by Wednesday evening.</p> <p><u>Required texts:</u></p> <ul style="list-style-type: none"> ○ American Association for the Advancement of Science (1990) Project 2061: Science for All Americans, Oxford U. Press. ○ American Association for the Advancement of Science (1994) Project 2061: Benchmarks for Science Literacy, Oxford U. Press. ○ Bransford, J. (1999). How People Learn: Brain, Mind, Experience and School. Washington, DC: National Academy Press. <p><u>Additional Articles and Book Chapters:</u></p> <ul style="list-style-type: none"> ○ American Association for the Advancement of Science (2001) The Trouble with Textbooks, Oxford U. Press. ○ Cannard, K. (2005). Embracing Controversy in the classroom. Science Scope, September 2005 ○ Coble (2006)- Curricular Constraints, High Stakes Testing and the Reality of Reform in High School Science Classrooms Ch 1,4 &5 ○ Lederman, N.G. (1998), The state of science education: Subject matter without context; Electronic Journal of Science, (3) 2 ○ Meuler, J. (2005) Authentic Assessment Toolbox. http://jonathan.mueller.faculty.noctrl.edu/toolbox/ ○ National Academy of Sciences, Working Group on Teaching Evolution (1998) Teaching About Evolution and the Nature of Science: Chapter One, Why Teach Evolution?. National Academy Press ○ Seiler, G. (2001). Reversing the "standard" direction: Science emerging from the lives of African American students. Journal of Research in Science Teaching, 38(9), 1000-1014. ○ Wiggins, G. P., & McTighe, J. (2005). Understanding by design, Introduction and Chapter 1 (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. ○ Texley, J. (2005) Safe Science Facilities. The Science Teacher, September 2005 ○ Texley, J.; Terry, K.; and Summers, J. (2004) Investigating Safely: A Guide for High School Teachers, NSTA Press. Chapters 2, 3 and 5.

Reading Responses

You will be required to post a reading response discussing how each assigned reading advances your understandings of developmentally appropriate strategies to design and deliver instruction in science.

Science Education Research Studies

You will contribute to two science education research studies that will inform our understandings about the current status of science education and common conceptions of geological phenomena. We will work together in class to design interview questions and to assess the meaning of the data we collect. For each of these studies, you will provide a 2-3 page paper discussing your findings, what conclusions you gained from your research and how these contribute to your understanding of what good science teaching is.

Inquiry Instructional Plan and Presentation

We will work with local high school earth science teachers to identify which curricular topics they would like curricular support for. You will work with a partner to design an inquiry instructional plan on one of the geological concepts identified by the teachers. You and your partner will determine the essential understandings within your topic, how you will assess students' prior knowledge, the series of inquiry based lessons that will build students understanding of the essential ideas and how students will demonstrate their understanding of these ideas. You and your partner will also share your instructional plans with the teachers in your fieldwork placements and with your classmates through a formal presentation that includes leading your peers through one of your inquiry activities. See assignment description and rubric for more details.

Science Teaching Fieldwork and Reflections

A required component of this course will be weekly field experiences within a local high school science classroom. Your fieldwork will allow you to get to know the contexts of public high schools, to apply the geological and pedagogical understandings you are gaining in the course and to experience the joys and challenges of teaching high school science. On the day of your scheduled fieldwork, you are required to go to your designated school and spend a minimum of two hours in a science classroom, observing/teaching at least one complete class on a block schedule or two complete classes on a traditional schedule. There will be reflection prompts connected to each of your fieldwork sessions. The reflection assignments challenge you to focus on aspects of the lessons you observe that align with pedagogical topics we are exploring in class. As part of your fieldwork, you will teach three lessons independently in your earth science classroom. Reflection foci are outlined in class chart and expectations are provided in reflection rubric.

Class Participation

Every students is expected to be in class on time and prepared to discuss ideas related to readings and assignments. A significant portion of class time will be devoted to group work on inquiry based earth science lessons and the development of your instructional plans. Students are expected to be prepared to work (i.e. have any needed resources) and to be on task during the entire class time.

Grades: A rubric will be used to grade all assignments. The rubric will determine the

number of points earned out of the total number possible (i.e. points earned if exemplary on all components). For every day an assignment is late, 10% of total point value will be deducted. Assignment can be revised to earn a higher number of points, but points lost because an assignment is late cannot be regained.

Assignment	Percentage of total grade
Class Participation and Earth Science Lessons	20%
Reading Responses	5%
Science Education Research Studies	5%
Inquiry Instruction Plan and Presentation	30%
Fieldwork and Reflections	30%
Final Exam	10 %

GEOL 603

Fundamental Papers in Earth Science

Professors:

Three or four, rotating from year to year

Course focus:

This course is designed to introduce students to a broad range of fundamental issues in Earth Science by reading and discussing classic papers. These papers may or may not have been “great,” but certainly were key in the development of modern ideas. In many instances the classic paper is paired with a more recent paper for modern perspective. This class also provides a chance for students to practice their critical thinking and hone their scientific presentation and discussion skills.

You must come to class prepared to discuss each and every paper assigned. In order to help you prepare your thoughts, please write out a few-sentence summary of each paper and several questions, comments, or criticisms about the substance of the paper. These written assignments should be handed in at the beginning of each class.

Sample papers (one topic per meeting)

Age of the Earth, Pre-geochronology

Kelvin, L., On the secular cooling of the Earth, *Trans. Royal Soc. Edinburgh*, vol. XXIII, 295-310, 1862.

Stacey, F.D., Kelvin's age of the Earth paradox revisited, *J. Geophys. Res.*, 105, 13155-13158, 2000.

Badash, L., The age-of-the-Earth debate, *Sci. Am.*, 90-96, 1989.

Evolution of Life

Darwin, C., Chapt. 15, *Origin of Species*, 353-374, 1859.

Gould, S.J., and Eldredge, N., Punctuated equilibrium comes of age. *Nature*, 366, 223-227, 1993.

Age of the Earth – The Answer

Patterson, C., Age of meteorites and the earth, *Geochim. Cosmochim. Acta*, 10, 230-237, 1956.

Watson, E.B. and T. M. Harrison, Zircon Thermometer Reveals Minimum Melting Conditions on Earliest Earth, *Science*, 308, 841-845, 2005.

Plate Tectonics

Vine, F.J., Spreading of the ocean floor: New evidence, *Science*, 154, 1405-1415, 1966.

Cox, A., Geomagnetic reversals, *Science*, 163, 237-245, 1969.

Extinction of Life

Alvarez, L.W. et al., Extraterrestrial cause of the Cretaceous/Tertiary extinction: experimental results and theoretical implications. *Science*, 208, 1095-1108, 1980.

Renne, P.R., Zhang, Z., Richards, M.A., Black, M.T., Basu, A.R., Synchrony and causal relations between Permian-Triassic Boundary Crises and Siberian flood volcanism, *Science*, 269, 1413-1416, 1995.

Mudkhapadovay, S., A Short Duration of the Cretaceous-Tertiary Boundary Event: Evidence from Extraterrestrial Helium-3 *Science*, 291, 1952-1955, 2001.

Paleoclimatic Oscillations

Shackleton, N.J., Oxygen isotope analyses and Pleistocene temperatures re-assessed, *Nature*, 215, 15-17, 1967.

Bassinot, F.C., L.D. Labeyrie, E. Vincent, X. Quidelleur, N. J. Shackleton, Y. Lancelot, The astronomical theory of climate and the age of the Brunhes-Matuyama magnetic reversal, *Earth Planet. Sci. Lett.*, 126, 91-108, 1994.

Shackleton, N.J., The 100,000-year ice-age cycle identified and found to lag temperature, carbon dioxide, and orbital eccentricity, *Science*, 289, 1897-1902, 2000.

Grading

There will be one midterm and a final exam. These essay exams will focus on both the content of the papers and on the discussions that followed. Participation in discussion will count heavily.

GERM 683

TEMPLATE SYLLABUS FOR PROPOSED COMM 683

“MOVING-IMAGE AVANT-GARDES AND EXPERIMENTALISMS”

(PREVIOUS NAME)

SPECIAL TOPICS IN MEDIA STUDIES: EXPERIMENTAL MEDIA: HISTORY AND THEORY

3 Hour Weekly Lecture Plus 2.5 hour Weekly Screening (Generally a Program of Shorts)

One short response paper 20 percent of grade

Take-Home Midterm 30 percent of grade

Final Exam 50 percent of grade

--Plus attendance policy as delineated

COURSE SCHEDULE

UNIT I. SELECTED EARLY FILMIC EXPERIMENTAL ENDEAVORS

Week I EARLY CINEMATIC EXPERIMENTS: FOCUS ON EUROPE (AND EAST), SILENT WORK
“IMAGELESSNESS,” ABSTRACTION, ANIMATION, CITY SYMPHONICS

Week II EARLY CINEMATIC EXPERIMENTS: US, SILENT AND SOUND
“THE NEW YORK SCHOOL,” BEATS, CALIFORNIA SCHOOLS

Week III THE 60s: TRANSNATIONAL INFLUENCES
STRUCTURALIST FILM, ACTIONISM, THE ORGIASTIC, FLUXUS

UNIT II. SELECTED DECONSTRUCTIONS OF FILMIC NARRATIVITY

Week IV EASTERN AND WESTERN EUROPEAN NEW WAVE INFLUENCES
response paper due

Week V FOCUS ON SNOW

UNIT III. SELECTED DECONSTRUCTIONS OF FILMIC DOCUMENTARITY

Week VI WELLS/McBRIDE FEATURES AND CLIPS/NO LIES

Week VII FOCUS ON MEKAS

*****take-home midterm handed out*****

UNIT III. FROM FILMIC TO OTHER MATERIALISMS

Week VIII BRACKAGE AND SURROUNDING REALMS

Week IX WARHOL
*****take-home midterm due*****

Week X PROCESS VIDEO

Week XI FORMALIST “VIDEO ART” AND CONCEPTUAL VIDEO (FOCUS ON FEMINIST WORK)

Week XII INTERACTIVE AND DIGITAL WORKS, DISSEMINATED WORKS

Week XIII INTERMEDIA, INSTALLATION, SITE SPECIFICITY

UNIT IV. SELECTED ENDURING GENRES ACROSS MEDIA

Week XIV New Appropriational Forms, New Conceptual Forms, New Diaristics (Minimalist and Excessive)

Week XV New Essayistic Forms, New Guerilla Media and Media Intervention Techniques
(Serious and Frivolous), New Modes of Event Specificity

*****Scheduled Time***:**

Course Final Exam (will include a surprise screening about which you will write for one essay question)

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Course Submission Inbox Detail

Press the CC Descriptions button to e-mail the current contents of your inbox to others for review. These items will still remain active in your inbox until you approve or reject them.

E-mail addresses (separated by commas):



TransactionID: 27718 Addition

	OLD	NEW
Course ID:	INTS490	INTS490
Effective Term:		Fall 2009
Title(Long):		CURRENT TOPICS
Title(Abbv.):		CURRENT TOPICS
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Current Topics in International and Area Studies. Topics vary by semester.
Justification:	International Studies is creating special topics courses in which both graduate and undergraduate students can enroll.	
GenEd:		
Course Details:	Courses under INTS 490 will vary by semester.	
Grading Info:		Grading will vary depending on instructor, course and semester.
Reading Assignments:	Reading assignments will vary depending on instructor, course and semester.	

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PLAN 330

ENST 330—Principles of Sustainability
Fall 2008, MWF 2:00-2:50 pm
Greenlaw 305

Instructor: Elizabeth Shay; eshay@unc.edu; (919) 966-0581 Office: 613E Bank of American Building, 137 E. Franklin Office hours: Tuesday and Wednesday, 3:00-5:00; other times by appointment

This core class for the undergraduate minor in sustainability is required for students electing the social science and humanities orientation. The complementary core course for students electing the science and engineering orientation is Systems Analysis for Sustainability (ENST 331), to be taught spring semester. Sustainability requires the consideration of three dimensions—environment, economy, and social equity—together with the fourth dimension of time, to ensure that our practices today neither irretrievably damage current environmental and human health and quality of life, nor undermine future systems. This class will provide students with a general introduction to the concept of sustainability, and how it is represented in public and academic discourse and practiced in institutions, businesses, and communities. Sustainability is a unifying approach to human and environmental problems with a future orientation; it considers how human activity affects the long-term stability and prosperity of society and the enduring health of the planet. Disciplines from across the major divisions of natural and social sciences, humanities, and the professions have found common ground in the understanding that human society occupies a physical environment, which sets certain limits on the systems—technological, economic, cultural, political—we impose upon it. Growing populations, coupled with inefficient and polluting production systems and inequitable distribution of both environmental amenities and risks, place enormous strain on resources and natural processes, even as many less-developed nations seek to increase consumption and intensify development in a conventional approach to building wealth. The oft-cited Brundtland Commission¹ defined sustainable development as “meeting the needs of today without compromising the ability of future generations to meet their own needs.” The Institute for the Environment (formerly the Carolina Environmental Program) interprets this to mean “managing our economic, social, and natural resources to provide the opportunity for every citizen—now and in the future—to live in a clean, healthy, and appealing environment, to pursue meaningful and rewarding work, and to participate fully in a just and equitable society”.² This course will use several key themes to study sustainable development, energy and resource consumption, and human systems. *Themes*

- Sustainability rubrics and conceptual frameworks
- Material and energy use; natural limits, links to quality of life, economic growth
- Sustainability across spatial and temporal scales: local to global, short- to long-term
- Ecosystem natural services and ecological economics
- Simplicity and complexity in the design of sustainable systems
- Principles of sustainable community design
- Personal/voluntary action and policy/institutional change as drivers of sustainability
- Sustainability principles in public policy, law and governance
- Technology as both problem and solution
- Sustainable business practices

ELIGIBILITY REQUIREMENTS AND PREREQUISITES

ENST 330 is open for credit to undergraduates from any major; it is most appropriate for upper-level (junior and senior) undergraduate students. There are no course prerequisites, but the course assumes some exposure to a variety of courses that fulfill distribution requirements, such as general economics, basic natural and physical sciences and social sciences, and humanities.

ASSIGNMENTS AND GRADES

The graded assignments are varied in content and scale.

- Class participation (attendance, preparation, participation, intellectual contribution) 10%
- One seminar (done in teams of three). Students will read at least five scholarly papers on a subject; present the major concepts, open areas of inquiry, and the current consensus (or lack thereof) in the research community, as well as dissenting opinions; lead class discussion 20%
- Two case summaries to incorporate into final paper (10% each) 20%
- Final paper on a sustainable practice or system, incorporating two case summaries 30%
(including topic proposal and 3-minute presentation to class at end of semester)
- Final exam (one-hour essay) 20%

Assignments

Assignment	Class grade	Seminar	Case summary 1	Case summary 2	Paper/topic proposal/presentation	Final exam
Grading uses a 10-point scale, where 90 and above is A, 80-89 is B, etc. Missed deadlines incur a 10-point drop for each day delayed.						
Weight	10%	20%	10%	10%	20/5/5%	20%

UNC-CH undergraduate grading guidelines apply: <http://regweb.unc.edu/resources/rpm24.php>.

The Carolina Honor Code applies to all ENST 330 assignments and assessments:
<http://honor.unc.edu/honor/index.html>. **SCHEDULE—AT A GLANCE**

DATE	DAY	TOPIC	NOTES/DEADLINES
20 Aug	Wed	Introduction—theories, conceptual framework	
22 Aug	Fri	Poverty and wealth, production and consumption	Email 3 choices for seminar
25 Aug	Mon	Conservation, landscapes, resource protection	
27 Aug	Wed	Introductory lecture Guest speaker David McNaught—Environmental Defense	
29 Aug	Fri	Water—quality, supply/demand, storm-	

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29 Aug	Fri	Water—quality, supply/demand, storm-, waste-	
1 Sep	Mon	Introductory lecture	
3 Sep	Wed	No class Guest speaker Pat Davis, Orange Water & Sewer Authority	Labor Day holiday
5 Sep	Fri	Land use planning/policy, urban form, zoning	
		Introductory lecture	
		TOPIC	NOTES/DEADLINES
DATE	DAY		
8 Sep	Mon	Water seminar	
10 Sep	Wed	Topic: Land use seminar	
12 Sep	Fri	Topic: Guest speaker David Godschalk	Topic proposal / outline due
15 Sep	Mon	Transportation	
17 Sep	Wed	Introductory lecture Guest speaker Dr. George Cianciolo, STAC	
19 Sep	Fri	Transportation seminar	
22 Sep	Mon	Topic: Energy—conventional/renewable, policy, climate	
24 Sep	Wed	Introductory lecture Guest speaker Lyle Estill, Piedmont Biofuels	
26 Sep	Fri	Energy seminar	
29 Sep	Mon	Topic: Architecture/construction—design, materials	
1 Oct	Wed	Introductory lecture Guest speaker Mark Marcoplos, Construction	
3 Oct	Fri	Design seminar	Case summary 1 due
6 Oct	Mon	Topic: Waste—residential/industry, 4Rs, EPR, markets	
		Introductory lecture	

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27 Aug	Wed	Introductory lecture Guest speaker David McNaught—Environmental Defense	
29 Aug	Fri	Water—quality, supply/demand, storm-, waste-	
1 Sep	Mon	Introductory lecture	Labor Day holiday
2 Sep	Wed	No class Guest speaker	

READINGS
The readings are loaded electronically onto Blackboard. They are a mix of reports and technical papers written by and for planners and policy professionals, supporting materials produced by federal and state agencies or consultants, feature and opinion articles for practitioners and the interested and educated citizenry, and peer-reviewed research papers. Because of the breadth of this survey course, there is a limit to the depth to which we can cover each topic. The seminars provide an opportunity for students to delve more deeply into the peer-reviewed literature of a given topic, synthesize and present that topic to the class, and lead a discussion on it.

20 August. Introduction to class: What are sustainability science and studies? What is a sustainable community?

- O'Sullivan, "Economic Challenges for Sustainability," in *Institute for the Environment*, 2003 paper, 2003
- Robinson, "Squaring the circle? Some thoughts on the idea of sustainable development." *Ecological Economics*, 48, 369-384, 2004

22 August. Topic: Poverty and wealth; production and consumption

- Sustainability perspectives: Berry, *Thoughts in the Presence of Fear*, Orion Society, 2001; Maathai, Nobel Peace Prize lecture, 2004; Tanwar, "Sustainability: A South Asian perspective," *Vision Journal*, 2005
- Gutowski et al., "Environmental Life Style Analysis (ELSA)," *IEEE International Symposium on Electronics and the Environment*, May 19-20, 2008, San Francisco

25 August. Topic: Conservation, landscapes, resource protection

- Booth, "Economic growth and environmental change." Chapter 4, *Hooked on Growth*, Rowman & Littlefield, 2004
- Costanza et al., "The value of the world's ecosystem services and natural capitalism." *Nature*, 387, 253-260, 1997
- Simon, Chapter 3, *The Ultimate Resource 2*, Princeton University Press, 1996

27 August. Topic: Conservation, continued—guest speaker McNaught **29 August. Topic: Water—quality/quantity, stormwater, wastewater, technology, policy**

- Hawken et al., “Aqueous solutions.” Chapter 11, *Natural Capitalism: Creating the Next Industrial Revolution*, Little Brown and Co., 1999.
- Mays, Chapters 1 and 3, *Water Resources Sustainability*, New York: McGraw-Hill, 2007
- (recommended) Salzman, *Thirst: A Short History of Drinking Water*, Duke Law School Legal Studies, Research Paper No. 92, December 2005

1 September. No class: Labor Day

3 September. Topic: Water, continued—guest speaker Davis

5 September. Topic: Land use planning/policy, urban form, urban/rural boundary, zoning

- Godschalk, “Land use planning challenges,” *Journal of the American Planning Association*, 70(1), 2004
- Gordon & Richardson, “Are compact cities a desirable planning goal?” *Journal of the American Planning Association*, 63(1), 95-106, 1997
- Ewing’s reply to Gordon & Richardson, “Is Los Angeles-style sprawl desirable?” *Journal of the American Planning Association*, 63(1), 107-126, 1997

8 September. Topic: Water, continued—seminar

12 September. Topic: Land use planning/policy, continued—seminar

10 September. Topic: Land use planning/policy, continued—guest speaker Godschalk

15 September. Topic: Transportation—planning/policy, innovation (fuels, vehicles, ITS), travel behavior

- Downs, *Traffic: Why It’s Getting Worse, and What Government Can Do*, Policy Brief #138, The Brookings Institution
- Shay & Riddick, “Toward Sustainable Transport: Conventional and Disruptive Approaches in the U.S. Context,” *Internatl Journal of Sustainable Transport*, in press
- *Transportation Costs and the American Dream*, Special Report from the Surface Transportation Policy Project, Washington DC, July 2003

17 September. Topic: Transportation, continued—guest speaker Cianciolo

19 September. Topic: Transportation, continued—seminar

22 September. Topic: Energy—conventional/renewable, technology, policy, climate change

- North Carolina Sustainable Energy Association, Energy 101 and summaries: <http://www.ncsustainableenergy.org/resources/energy101>
- Roberts, Chapters 1 and 2, *The End of Oil: On the Edge of a Perilous New World*, Houghton Mifflin, 2004

24 September. Topic: Energy, continued—guest speaker Estill

26 September. Topic: Energy, continued—seminar

29 September. Topic: Architecture/construction—green design, materials, LEED, retrofitting

- Kibert, Chapters 1 and 2, *Sustainable Construction: Green Building Design and Delivery*, Hoboken NJ: John Wiley, 2005
- Browse:
 - U.S. Green Building Council, reports and manuals, <http://www.usgbc.org>
 - Whole Building Design Guide, <http://www.wbdg.org/index.php>
 - HealthyBuilt Homes, <http://healthybuilthomes.org/>

1 October. Topic: Architecture/construction, continued—guest speaker Marcoplos

3 October. Topic: Architecture/construction, continued—seminar

6 October. Topic: Waste—residential/industrial, 4Rs (reduce, reuse, recycle, reclaim), extended producer responsibility, markets

- Environmental Protection Agency, *Municipal Solid Waste Generation, Recycling, and Disposal in the United States: Facts and Figures for 2006*
- McDonough & Braungart, Introduction, *Cradle to Cradle: Remaking the Way We Make Things*, North Point Press, 2002
- Sheehan & Spiegelman, “Extended producer responsibility policy in the United States and Canada,” *Governance of Integrated Product Policy*, Sheffield UK: Greenleaf, 2005

8 October. Topic: Waste, continued—guest speaker Pollock

10 October. Topic: Waste, continued—seminar

13 October. Topic: Housing—ownership models, equity, markets

- Leinberger, “The next slum?” *The Atlantic Online*, March 2008
- Levy et al., *Keeping the Neighborhood Affordable: A Handbook of Housing Strategies for Gentrifying Areas*. Urban Institute, Metropolitan Housing and Communities Policy Center, Washington DC, 2006
- *State of the Nation’s Housing 2007*. Exec. Summary, Joint Center for Housing Studies, Harvard University. <http://www.jchs.harvard.edu/publications/markets/son2007.pdf>

15 October. Topic: Housing, continued—seminar

17 October. No class: Fall break

20 October. Topic: Agriculture—industry/family, inputs/outputs, CSA, new models

- 1) Gold, “Sustainable Agriculture: Definitions and Terms.” National Agriculture Library, USDA, updated June 2008
- 2) “Food miles” news stories: “Do food miles matter?” *ES&T*, April 2008; Murray, “The deep-fried truth,” op-ed, *The New York Times*, December 14, 2007; Ellis, “Climate change: Green fears threaten development,” Ethical Corporation, July, 2008; “Buy local,” Sustainable Table, no date.
- 3) Pollan, “Our national eating disorder.” Introduction, *The Omnivore’s Dilemma: A Natural History of Four Meals*, New York: Penguin Press, 2006

22 October. Topic: Agriculture, continued—guest speakers Blacklin and Soehner

24 October. Topic: Agriculture, continued—seminar

27 October. Topic: Green industry—industrial metabolism, LCA, DfE

- Allenby, Chapters 1-2, *Industrial Ecology: Policy Framework and Implementation*, Prentice Hall, 1999
- Graedel, Chapters 1-2, *Greening the Industrial Facility*, New York: Springer, 2005

29 October. Topic: Green industry, continued—guest speaker tba

31 October. Topic: Green industry, continued—seminar

3 November. Topic: Sustainable enterprise—SMEs, corporate social responsibility

- Hart, Chapter 1, *Capitalism at the Crossroads: Aligning Business, Earth and Humanity*, Upper Saddle River: Wharton School Publishing, 2007
- Hawken et al., Chapter 1, *Natural Capitalism: Creating the Next Industrial Revolution*, Little Brown and Co., 1999
- Schor, “Prices and quantities: Unsustainable consumption and the global economy.” *Ecological Economics*, 55, 309-320, 2005

5 November. Topic: Sustainable enterprise, continued—guest speaker Gallo

7 November. Topic: Sustainable enterprise, continued—seminar

10 November. Topic: Financial / economic systems—local/regional/global, green, fair

- Anderson, “Property rights and sustainable development.” Introduction, *You Have to Admit It’s Getting Better: From Economic Prosperity to Environmental Quality*, Hoover Institution Press, 2004
- Daily, “Five policy recommendations for a sustainable economy.” In: Schor and Taylor (eds.), *Sustainable Planet*, pp. 209-221, Boston: Beacon Press, 2002
- Drayton, *Everyone A Change-maker: Social Entrepreneurship’s Ultimate Goal*, Innovations, 2006
- Browse:
 - Grameen, <http://www.grameen-info.org/bank/hist.html>
 - Self-Help Credit Union, <http://www.self-help.org/>
 - Sustainable Jobs Fund, <http://www.sjfund.com/>

12 November. Topic: Financial/economic systems, continued—seminar

14 November. Topic: Financial/economic systems, continued—guest speaker Schneiderman

17 November. Topic: Education, ethics, behavioral change

- Cortese, “The critical role of higher education in creating a sustainable future,” *Planning for Higher Education Sustainability*, March-May, 2008
- Harker, “Sustainability,” *International Journal of Sustainability in Higher Education*, 3(1), 8-18, 2002
- MPG International, *Sustainable Motivation: Attitudinal and Behavioural Drivers for Action*, Report to ESOMAR, United Nations Environmental Program, 2004; with review

19 November. Topic: Education, ethics, behavioral change, continued—seminar

21 November. Topic: Governance

- Roseland, Chapters 3-4, *Toward Sustainable Communities: Resources for Citizens and their Governments*. New Society, 1998.
- Alperovitz, “Sustainability and systemic issues in a new era,” in Harris (ed.), *Rethinking Sustainability: Power, Knowledge, and Institutions*, University of Michigan Press, 2000.

24 November. Topic: Synthesis, future scenarios, wrap-up

- Lomborg, “Introduction,” *Solutions for the World’s Biggest Problems: Costs and Benefits*, Cambridge: Cambridge University Press, 2007
- McKenzie-Mohr, in: Schmuck & Schultz (eds.), *Psychology of Sustainable Development*, Boston: Kluwer, 19-36, 2002
- McKibben, *Deep Economy: The Wealth of Communities and the Durable Future*, New York: Times Books, 6-45, 2007.

26 November. No class: Thanksgiving

28 November. No class: Thanksgiving

1 December. Presentations: <3 minutes each

3 December. Presentations: <3 minutes each

6 December. Final exam: 1-hour essay. 4:00 pm

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TransactionID: 27302 Addition

	OLD	NEW
Course ID:	PLCY061	PLCY061
Effective Term:		Fall 2009
Title(Long):		Policy Entrepreneurship and Public/Private Partnerships
Title(Abbv.):		Policy Entrepreneurship
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		Include Classification - FR
Description:		This seminar will define a policy entrepreneur and examine strategies used by policy entrepreneurs to achieve policy change or innovation in the policy making process. We will also explore models of innovative public-private partnerships in the delivery of public goods.
Justification:	This freshman seminar will define a policy entrepreneur and examine strategies used by policy entrepreneurs to achieve policy change or innovation in the policy making process. The seminar explores how innovative policy making can be introduced and if the presence of a policy entrepreneur is a necessary and sufficient condition for successful reform.	
GenEd:		
Course Details:	We will explore models of innovative public-private partnerships in the delivery of public goods. Public-private partnership (PPP) describes a government service which is funded and operated through a partnership of government and one or more private sector companies. These schemes are sometimes referred to as PPP or P3. The seminar will also examine nonprofit policy entrepreneurs within policy advocacy organizations who push innovation and change in American public policy. These are advocates for a particular cause or point of view who engage with opinion shapers in the society and culture as well as with policy makers at different levels of government. We also will evaluate the ways policy and non-profit advocacy entrepreneurs advocate for their causes and attempt to achieve lasting policy change. In small groups, students will write mock grant proposal for funding from the IBM Center for the Business of Government to develop a model public-private partnership. For example, see http://www.businessofgovernment.org/main/apply/index.asp . We will visit with several leaders of successful public-private partnerships in North Carolina or other local states.	

Grading Info:

will be a mid-term and final writing assignment. There will also be a group project.

Reading Assignments:

Carol S. Weissert. Policy Entrepreneurs, Policy Opportunists, and Legislative Effectiveness. American Politics Research, Vol. 19, No. 2, 262-274 (1991). Policy Entrepreneurs: Their Activity Structure and Function in the Policy Process. Journal of Public Administration Research and Theory, Vol. 1, No. 2: 147-175 (1991) Michael Mintrom. 2000. Policy Entrepreneurs and School Choice. Georgetown University. J P Newhouse. 1995. Economists, policy entrepreneurs, and health care reform. Health Affairs, Vol 14, Issue 1, 182-198. Graeme A Hodge. 2004, The risky business of public--private partnerships. Australian Journal of Public Administration Volume 63 Issue 4, Pages 37 -- 49.

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TransactionID: 27306 Addition

	OLD	NEW
Course ID:	PLCY080	PLCY080
Effective Term:		Fall 2009
Title(Long):		Innovation, Entrepreneurship and Economic Growth
Title(Abbv.):		Innovation
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		Include Classification - FR
Description:		This seminar provides an introduction to entrepreneurship and innovation, and considers their relationship to economic growth.
Justification:	New course taught by new faculty member. The objective is to recognize the potential of new technologies, changes in consumer taste and the external environment as economic opportunities. The course emphasises entrepreneurs as part of a larger societal system that both determines what is possible and also changes in response to entrepreneurial actions. The role of public policy in providing incentives for entrepreneurship and innovation and setting social priorities is discussed throughout.	
GenEd:		
Course Details:	The focus is on historical examples of entrepreneurs who created enduring innovations, emphasizing the context that set the stage for the innovation, the strategy employed by the entrepreneur, and the public policies and infrastructure that supported the opportunity and the growth of the enterprise. The objective is to recognize the potential of new technologies, changes in consumer taste and the external environment as economic opportunities. The course emphasises entrepreneurs as part of a larger societal system that both determines what is possible and also changes in response to entrepreneurial actions. The role of public policy in providing incentives for entrepreneurship and innovation and setting social priorities is discussed throughout the historical examples. I like to arrange for a representative from Zipcar (or a competitor) to talk to the class and for us to examine their product. Our last case study will be a live study of a current local entrepreneur and will involve a site visit and an interview	
Grading Info:	Two-three students will be assigned to provide a summary overview and supplemental update for each historical case. This will take the	

form of an in-class presentation (25%) Students will also be required to keep an idea log of ideas for new products that we will discuss weekly (15%) Students will be asked to work in groups to develop one of their ideas into a final presentation and write-up-prototype (30%). Interview questions for live case studies (5%) General informed participation and attendance (25%)

Reading Assignments: The seminar will begin with a two week introduction to the topic and terminology. The course reading will be two chapters from David Landes and Nathan Rosenberg (1989) *How the West Grew Rich* and part of a manuscript from the instructor. The seminar will examine 9 detailed historical case studies, basically one per week: Josiah Wedgwood (Wedgwood China), Henry Heinz (H. J. Heinz & Company), Estee Lauder (Cosmetics), Marshall Fields (Modern Department Store), Howard Schultz (Starbucks Coffee), and Michael Dell (Dell Computer). These examples are from Nancy J. Koehn (2001), *Brand New: How Entrepreneurs Earned Consumer' Trust* from Wedgewood to Dell, Harvard Business School Press. Additional readings on Sam Walton (WalMart) will be included to discuss a contemporary example that contrasts with the example of Marshall Fields. Harvard Business School Case on Robin Chase (Zipcar) will also be discussed and included in the course package.

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TransactionID: 27308 Addition

	OLD	NEW
Course ID:	PLCY085	PLCY085
Effective Term:		Fall 2009
Title(Long):		Reforming America's High Schools
Title(Abbv.):		High School Reform
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		In this course, we will examine the main problems that are occurring in America's high schools and examine three popular reform strategies: increasing resources; improving leadership and teacher working conditions; and structural reforms.
Justification:	No course taught by new faculty. With graduation rates for many high schools below 50 percent and proficiencies in mathematics and science often below 60, the statistics paint a clear picture of the need for high school reform in the U.S. The situation is even more dire for minority students and students living in poverty. Along with federal and state government, the Gates Foundation and others are supporting efforts to reform our high schools.	
GenEd:		
Syllabus:	Click for Syllabus	

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TransactionID: 27740 Addition

	OLD	NEW
Course ID:	SPAN414	SPAN414
Effective Term:		Fall 2009
Title(Long):		Languages of Spain
Title(Abbv.):		Languages of Spain
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable within term - 6 hours
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera (Basque), Galician.
Justification:	This topics course is being proposed in order to allow us to offer languages of Spain other than Spanish without creating a different course for each of these languages. The revision of both our undergraduate and graduate programs dealing with contemporary Spain will include these languages.	
GenEd:		
Course Details:	All course details will conform to our current Spanish 401 (accelerated course).	
Grading Info:		Grading will conform to our current Spanish 401 (accelerated course).
Reading Assignments:	Readings will vary according to language.	

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E-mail addresses (separated by commas):

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TransactionID: 27741 Addition

	OLD	NEW
Course ID:	SPAN415	SPAN415
Effective Term:		Fall 2009
Title(Long):		Languages of Spain II
Title(Abbv.):		Languages of Spain II
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable within term - 6 hours
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Continuation of the study of the language and culture of one of the languages of Spain other than Spanish. Selection will vary according to term: Catalan, Euskera, Galician.
Justification:	This topics course is being proposed in order to allow us to offer languages of Spain other than Spanish without creating a different program for each of these languages. The revision of both our undergraduate and graduate programs dealing with contemporary Spain will include these languages.	
GenEd:		
Course Details:	All course details will conform to our current Spanish 401 (accelerated course).	
Grading Info:		Grading will conform to our current Spanish 401 (accelerated course).
Reading Assignments:	Readings will vary according to language.	

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Course proposal

SPAN 625: Indigenous Literatures and Cultures of the Américas (GEN ED Literary Arts and Beyond the North Atlantic?)

COURSE DESCRIPTION: This course aims to provide a panoramic view of indigenous literatures in the Américas (with an accent) through a study of a variety of indigenous textual production that include: chronicles, manifestos, novels, testimonial narratives, short stories, poetry, artistic production and film. The seminar will depart from the texts produced during the colonial period and then we will move to the present in order to show the discursive (dis)connections indigenous authors draw to their ancestral past; their literary aesthetics; their discursive and rhetorical responses to the colonial experience; and their affirmation of their memory, history and cultural identity. Though we will address indigenous textual production in various countries, we will particularly focus on the literary and cultural exchanges of the Maya, Quechua, Aymara, the Laguna and Acoma peoples. Our primary objective will be: 1) to disclose the similarities, differences and rhetorical strategies employed by indigenous writers to inscribe their memory and culture at various moments in the history of the Américas, and 2) to relate indigenous textual production to indigenous rights movements such as the *Zapatistas*, *the Movement Toward Socialism*, and the American Indian Movement.

METHODOLOGY: The course involves a good deal of viewing and of reading largely unfamiliar works making sometimes difficult and even unusual demands on a reader. We will try to approach indigenous textual production from a variety of critical perspectives. The syllabus is inherently interdisciplinary, and thus students will be engaged in discussion and analysis of a variety of artistic and literary works using the vocabularies appropriate to the disciplines of literature, anthropology, history, cultural and postcolonial studies.

REQUIREMENTS: Students are required to participate actively in class discussions. There will be a research paper required whereby students will choose a particular topic related to indigenous textual production, research it, write a paper and prepare a 15-20 minute in class presentation. In addition, there will be reader reports on the readings, and opinion papers. See below for details.

REQUIRED TEXTS:

Ritos y tradiciones de Huarochirí, ed. Por Gerald Taylor.

El Popol Vuh, ed. Por Adrian Recinos

El tiempo principia en Xibalbá de Luis de Lión

Gregorio Condori Mamani de Ricardo Valderrama Fernández, Carmen Escalante Gutiérrez, Gregorio Condori Mamani y Asunta Quispe Huaman.

Almanac of the Death Leslie Marmon Silko

An additional course pack will be available in Blackboard's "Course documents".

Evaluation:

Participación	15%
1 pg. Reader reports (10@1%)	10%
2 pg. Opinion papers (2@5%)	10%
Presentation	10%
Final Exam	20%
Essay: Under.10pgs-Grads.15pgs	<u>35%</u>
	100% (See details below)

COURSE READER, Selections from:

- *La Nueva cronica y Buen Gobierno*, Guaman Poma de Ayala
- *Relación de la conquista del Perú*, Diego de Castro Yupangui, titu cussi
- *Comentarios reales*, Inca Garcilaso de la Vega
- *Los libros del Chilam B'alam* ed. Adolfo Barrera Vasquez
- *Si me permiten hablar* de Domitila Barrios de Chungara
- *Me llamo Rigoberta Menchú* de R. Menchú y Elizabeth Burgos
- EZLN's Primera y cuarta declaraciones de la selva Lacandona, "La Otra campaña."
- Textos del Taller de Historia Oral Andina, Silvia Rivera Cusicanqui, María Eugenia Choque y Carlos Mamani.
- *Lakota Woman* Mary Crow Dog
- *Woven Stone* by Simon Ortiz
- *Utopia y revolución: El pensamiento político contemporáneo de los indios en América Latina*. Comp. Guillermo Bonfil Batalla

RECOMMENDED BIBLIOGRAPHY

- *La América Indígena en su literatura* de Gordon Brotherston
- *La voz y su huella* de Martin Lienhard
- *Escribir en el aire* de Antonio Cornejo Polar
- *Literaturas indígenas de México* de Miguel León-Portilla
- *La literatura actual en lenguas indígenas de México* de Carlos Montemayor
- *Literatura Nahuatl* de Amos Segala
- *Guaman Poma: Writing and Resistance in Peru* de Rolena Adorno
- *Red on Red: Native American Literary Separatism* Craig S. Womack

Final Paper (50%):

- Abstract (5%)
- Intro. (5%)
- Presentation (10%)
- Final essay (30%)

For the purposes of this class, the best essays will

- Demonstrate superior knowledge of the social and historical context of the text/writer(s).
- Say what the “event/s” described in the text are, on the basis of an accurate reading of the material.
- Identify accurately the themes in the narrative; love, betrayal, corruption, patriotism, etc.
- Accurately identify the text’s figures of speech (metaphor, antithesis, irony, etc.) and other rhetorical strategies, especially where they contribute significantly to the meaning of the work.
- Be structurally organized in such a way as to show an introduction, a developing argument, and a conclusion. The introduction should include a thesis that responds to the topic, as well as preview the main points that will support the thesis in the body of the paper.
- The body of the paper develops the points that support the thesis, uses relevant evidence from the primary text and other research sources where necessary, and is written in a clear, persuasive style. The conclusion restates the essay’s thesis, pointing toward additional implications of the scholarship where possible, so that the importance of the essay is thereby amplified.
- elements that constitute a failing grade are found in papers whose writers a), do not engage in a thoughtful way with the question b), misread or disregard the topic c), ignore the requirement regarding the number of references required d), lack organization e), do not use the primary text/s to support their (sup)positions f), produce work that is significantly shorter than required g), are careless about spelling and grammar h), turn their work in late, etc.
- papers that show evidence of plagiarism, or the presentation of other people’s work as their own, will get an automatic “F” grade. Since unacknowledged use of other individuals’ ideas is a severe offense, the writers of these papers will be sanctioned according to university policies.

Opinion Essays (10%)

All students are required to attend TWO events sponsored either by the ROML department or the Institute for the Study of the Americas approved by the professor. Three days after attending the event, the student will submit a two page reaction paper which should include a description about the event, and your opinion in terms of what you learned, what could have been better, etc. for events, see: <http://roml.unc.edu> or http://isa.unc.edu/events/display_events.asp

Final Exam (20%)

There will be a final, cumulative exam which will consist of 1) identifications: students will write responses to key concepts, historical figures, and theoretical terms discussed in class and the readings 2) two essays on specific topics given by the instructor.

Calendario

Week 1	Introduction to the seminar. Origins:
Week 2	<i>Huarochirí</i> and the <i>Popol Wuj</i>
Week 3	Cont. <i>Huarochirí</i> and the <i>Popol Wuj</i> Reimagining the indigenous present and future: Selections from the <i>Libros del Chilam B'alam de Chumayel</i> Abstract for research paper due
Week 4	Film: <i>La Otra Conquista</i> directed by Salvador Carrasco
Week 5	Andean narratives of resistance, cultural ambivalence and responses to the Western Other:
Week 6	Selections from Guaman Poma de Ayala, Inca Garcilaso de la Vega, Titu Cussi Yupanqui and José Gabriel Condorcanqui, Tupac Amaru II
Week 7	Re-conceptualizing and re-signifying the Andean world through “storytelling”: <i>Gregorio Condori Mamani</i>
Week 8	The re-imagining of Quyasully. Fausto Reigana’s <i>Tesis india</i> Introduction to research paper due (Max. 2pgs.)
Week 9	The re-imagining of Quyasully, cont.: El Taller de Historia Oral Andina (Selections by Silvia Rivera Cusicanqui,)
Week 10	From the Andes to the Southwest: Selections from <i>Woven Stone</i> by Simon Ortiz Speeches by Evo Morales (Youtube). Film: <i>Sangre de Cóndor/Yawar Mallku</i> de Jorge Sanjinés
Week 11	Contemporary Indigenous Nationalisms: Luis de Lión’s <i>El tiempo principia en Xibalbá</i>
Week 12	Zapatismo: The <i>manifiestos</i> , primera y cuarta declaración de la Selva Lacandona, y “La Otra campaña.”
Week 13	<i>Almanac of the Death</i> by Leslie Marmon Silko Film: <i>El sexto sol</i> de Saul Landau
Week 14	Indigenous women speak: Selections by Rigoberta Menchú, Domitila Barrios de Chungara, Asunta Quispe Huamán, Dolores Cacuango, Comandante Esther and Mary Craw Dog.
Week 15	Documentary: <i>Discovering Dominga</i> Final discussion and reflections Final paper due
Week 16	Final Exam