

CMPL 134: Great Books: Romanticism, Realism, Modernism

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

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

mid-term exam 20%

take-home exam made up of essay questions over texts in romanticism & realism. 5-6 pp.

paper 20%

6-8 page comparison of 2 texts in the course, chosen from works up through camus (at least one of which should be from the modernism section), in terms of one or more of the themes we've discussed.

presentation 15%

a 10-minute class presentation on one of the authors we are studying; to include handout and use of computer technology for visual materials.

final exam 35%

take-home exam in which you'll be asked to select 2 questions to discuss, one that will cover materials from beginning to end of the class & one that will focus on more recent materials. 10-12 pp double-spaced, hard copy. sources to be used: class materials..

class attendance & discussion 10%

attendance is required: there will be a cut in grade for every absence over 3, unless there is a written medical excuse.

jan. 16 romanticism: wordsworth, "tintern abbey"

18 "ode: on intimations of immortality"

23 goethe, faust, part 1

25 faust, part 1

30 faust, part 1

feb. 1 faust, part 1

6 realism: tolstoy, death of ivan ilych, parts 1-4

8 ivan ilych, parts 5-11

13 dostoevsky, notes from underground, part 1: "underground"

15 underground, part 2: "apropos of the wet snow"

20 modernism: proust, "overture" to combray, pp. 1-9

22 "overture," pp. 10-40

27 "overture," pp. 40-53

mar. 1 kafka, the metamorphosis, part 1

6 the metamorphosis, parts 2 & 3

8 borges, "tlön, uqbar, orbis tertius," "library of babel"

20 borges, "garden of forking paths," "death and the compass"

22 camus, "the myth of sisyphus"

27 camus, the fall, parts 1 - 3

29 the fall, parts 4 - 6

april 3 woolf, mrs. dalloway, pp. 1-80

5 mrs. dalloway, pp. 80-174

10 mrs. dalloway, pp. 174-194

12 soyinka, death and the king's horseman, acts 1 & 2

17 king's horseman, acts 3 ,4 & 5

19 beckett, waiting for godot

24 waiting for godot [film clips]

26 waiting for godot

CMPL 255: THE FEAST IN PHILOSOPHY, FILM, AND FICTION

Prof. Inger S. B. Brodey

DESCRIPTION:

While its individual form and content may differ greatly, the feast or banquet functions as a strong symbol in most global communities. Food and feasting often defines community by establishing a connection between those who eat, what they eat and how they eat: as such it shapes national and cultural identities. As it is portrayed in Western philosophy from the seminal banquet in the pages of Plato's *Symposium*, the feast is simultaneously erotic and philosophical. It has the potential to descend into gluttony or to rise to the level of the sublime. The feast can be an expression of decadence, or it can be a means of sharing bounty or giving thanks. Feasting can represent communion or transgression, just as eating "the flesh" may symbolize one of Christianity's most central rites or one of Western society's central taboos. In Asia, the influence of Buddhist reincarnation has instilled additional meanings and taboos upon the consumption of food. The multiple purposes and nuances of food make it a rich theme in literature, film, and the visual arts. The food and banquet film has recently become a genre unto itself, and the outpouring of films are helpful in understanding cross-cultural differences in the social and philosophical understandings of what it is to be human.



Gabriel Axel's *Babette's Feast*

An interdisciplinary approach is critical to this course. In addition to readings in philosophy, theology, and literature, we will study food films, invite guest speakers, and work on developing a "Visions of the Feast" exhibit at the Ackland Museum. Students will help choose art objects for this exhibit, write art labels and help design the exhibit which will open March 8th at the Ackland Museum to the public. This is an unusual opportunity to use visual art to express the important philosophical themes of the course.

Paying attention to philosophical contexts helps us become better readers of the role of food in contemporary film and fiction across time and across cultures, and perhaps it also helps us become more reflective citizens and consumers in our own everyday lives, as we consider one of our most basic human needs, along with what our own feasting can tell us about our contemporary assumptions about humanity. To this end, we will juxtapose readings and film from different cultures according to thematic dualisms such as necessity and luxury, love and wisdom, gluttony and sublimity, community and individualism, asceticism and consumerism, tradition and experimentation. These



Alonso López de Herrera, *Saint Nicholas of Tolentino* (San Antonio Museum of Art)

pairings will help us explore the multiple purposes of the feast, and the potential conflicts among its purposes.

In order to help us draw connections with everyday life, we will engage in a feast of our own by the end of the course, and we will also receive brief instruction in the tea ceremony. Films will be viewed in their entirety outside of class sessions, and clips will be used in class for the purposes of generating and focusing class discussion.

REQUIRED READING: BOOKS

Kass, *Hungry Soul* (chapters 2, 3, 5)
T. S. Eliot, *Cocktail Party*
Swift, *A Modest Proposal*
Plato, *Symposium*
Kawabata, *Thousand Cranes*

REQUIRED READING ON RESERVE

Aesop, *Fables* (selected fables)
Aristotle, *Nicomachean Ethics* (selection)
St. Augustine, *Confessions* (Books 1-2)
King James Bible: Old Testament readings: *Genesis* 1-4, *Leviticus* 22-27, *Exodus* 10-16;
New Testament readings: *Matthew* 26, *Mark* 14, *I Corinthians* 12.
Dalal-Clayton, *The Adventures of Young Krishna*: selections
Isak Dinesen, “Babette’s Feast”
Gustave Flaubert, *Madame Bovary*
Guy de Maupassant, “Boule de Souife”
Judith Martin, *Miss Manners’ Guide to Excruciatingly Correct Behavior* (excerpt)
Wang Meng, “Thick Congee”
Michel de Montaigne, “On Cannibalism”
Josef Pieper, “What is a Feast,” “Earthly Contemplation,” *The Three Obstacles to Leisure*
Gang Yue, *Mouth that Begs* (331-381)
Emile Zola, *L’Assomoir* (Chapter 7)
And others TBA

REQUIRED VIEWING:

Big Night
Like Water for Chocolate
Tampopo
Babette’s Feast
Stagecoach (in class)
My Dinner with Andre
The Chinese Feast
Eat, Drink, Man, Woman (recommended)
Sideways or *Mondovino* (choice of one)

SCREENING FILMS:

All films must be viewed carefully before class discussion. This includes taking careful notes, trying to notice visual techniques, and trying to record important scenes and dialogue. Generally this will require two screenings. The following options are available for screening.

1. All films on reserve in Undergraduate Library Media Center
2. All films available for rental at VisArt in Carrboro
3. Several films available for purchase in UNC bookstore
4. Professor Brodey has some extra copies available to lend to students
5. Netflix

BLACKBOARD:

We will use blackboard for much of our classroom communication <http://blackboard.unc.edu>. There will be many useful links and documents posted there, increasing as the courses progresses. You are welcome to contribute to the library we amass, when you find anything particularly interesting.

REQUIREMENTS & EVALUATION:

Of paramount importance in this course will be attendance, careful reading and viewing, and careful note taking. I will call on students to participate in class, and expect that the participation will be based on such preparation.

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| • Active class participation & preparation | 25% |
| • Two 6-8-page papers | 20% |
| • Group Interpretation for Installation | 15% |
| • Final oral exam/ feast | 20% |
| • Final 10-12-page project | 20% |

ABSENCES:

I will allow up to three absences per person for the duration of the semester. That includes both excused and unexcused absences, so please use them wisely. After three absences, your grade will be lowered with each additional absence. It is your responsibility to sign the attendance sheet each day of class.

HONOR CODE:

The new UNC Honor Code will apply to all work completed for this course, whether graded or ungraded. For the text of the Honor Code, please see <http://instrument.unc.edu>. Please remember to sign the honor code on all assignments that you turn in. Feel free to ask me if you have any questions regarding this policy.

TENTATIVE SCHEDULE:

PART I. Food and Identity



DATE	READING DUE TODAY	OTHER ACTIVITIES
Thurs., January 12		INTROS
Tues., January 17	Flaubert, <i>Madame Bovary</i> , Chapters 4 and 8	
Thurs., January 19	Class at Ackland: see present exhibit and central pieces; groups divided into themes; get digital images	
Tues., January 24	Kass, <i>Hungry Soul</i> , Ch. 2 (“The Human Form”); Bible: <i>Genesis</i> (Chs. 1-4); discuss first papers	FILM VIEWING TODAY: 7:00 pm <i>Big Night</i>
Thurs., January 26	Study class at Ackland; make selections for exhibit; work on research topics with Dr. Allmendinger	Review <i>Big Night</i> and terms for film analysis (on Blackboard)
Tues., January 31	<i>Big Night</i> discussion	
Thurs., February 2	T. S. Eliot, <i>Cocktail Party</i>	

PART II. Desire, Transgression, & Cannibalism



Tues., February 7	Chocolate reading, TBA Guest lecturer: Janet Elbetri, owner of Sandwich and chocolate expert: chocolate tasting	FIRST PAPER DUE FRIDAY, FEB. 10th FILM VIEWING TODAY: 7:00 pm <i>Like Water for Chocolate</i>
Thurs., February 9	Kass, <i>Hungry Soul</i> , Ch. 3 (“Host and Cannibal”); <i>Like Water for Chocolate</i>	Friday, Feb. 10, 3-5: groups go to study selections at Ackland FILM VIEWING TODAY 7:00 pm <i>Tampopo</i>
Tues., February 14	<i>Like Water for Chocolate & Tampopo</i>	
Thurs., February 16	<i>Tampopo</i>	Friday, Feb. 17, 3-5: groups go to study selections
Tues., February 21	Rest of Old Testament readings, Augustine’s <i>Confessions</i> I-II, and Dalal-Clayton	Recommended Viewing: <i>Eat, Drink, Man, Woman</i>
Thurs., February 23	Gang Yue, <i>Mouth that Begs</i> (331-381); Wang Meng, “Thick Congee” Guest lecturer: Gang Yue on food and cannibalism in contemporary Chinese literature/ film	Friday, Feb. 24: Individual and Group Interpretations due (each ca. 2 pages); also Links to other art at Ackland
Tues., February 28	Montaigne “On Cannibalism” Swift, <i>A Modest Proposal</i>	FILM VIEWING TODAY 7:00 pm <i>Babette’s Feast</i>

PART III. Jerusalem: Community and Communion



Thurs., March 2	New Testament reading Dinesen, <i>Babette's Feast</i>	Friday, March 3rd: Revised interpretations due
Tues., March 7	<i>Babette's Feast</i> film	Monday, March 6: turn in interpretive label text to Ackland; MONDAY AND TUESDAY = installation; Wed = opening
Thurs., March 9	Maupassant, <i>Boule de Souife</i> and <i>Stagecoach</i>	
Tues., March 14	SPRING BREAK	
Thurs., March 16	SPRING BREAK	
Tues., March 21	Pieper essays	

PART IV. Athens: Philosophical Feasts



Thurs., March 23	Plato, <i>Symposium</i>	
Tues., March 28	Plato, <i>Symposium</i>	
Thurs., March 30	Kass, <i>Hungry Soul</i> , Chapter 5 (“Freedom, Friendship, and Philosophy”); Aristotle, selection of <i>Nicomachean Ethics</i>	FILM VIEWING 7 pm <i>My Dinner with Andre</i>
Tues., April 4	<i>My Dinner with Andre</i>	SECOND PAPER DUE
Thurs., April 6	Assignment: view <i>Sideways</i> or <i>Mondovino</i> Guest lecturer on wine: Stephen Grant, wine expert	

PART V. Civility, Festivity, Play, and Indirection



Tues., April 11	Tea ceremony demonstration	Meet in Graham 039 at 12:00 noon; we will start at 12:15
Thurs., April 13	Miss Manners excerpt; Kass, <i>Hungry Soul</i> , Chaps. 3-4	
Tues., April 18	Kawabata, <i>Thousand Cranes</i>	
Thurs., April 20	Kawabata, <i>Thousand Cranes</i>	FILM VIEWING 7 pm: <i>The Chinese Feast</i> Sunday, April 23, 2 pm: Opening reception for “Visions of the Feast”
Tues., April 25	<i>The Chinese Feast</i>	
Thurs., April 27	<i>Homo Ludens</i> (selection)	
Mon., May 4		FINAL Research papers Due



CMPL 365 Cervantes' *Don Quijote* and the Birth of the Imagination
TTh 12:30-1:45 pm, 317 Greenlaw Hall

Marsha S. Collins
213 Greenlaw Hall
962-4808, marcol@email.unc.edu
Office Hours: TTh 11-12, and by appointment

“IMAGINATION is derived from Latin *imaginatio*, which was a late substitute for *phantasia* (a simple transliteration of the Greek from which fancy is derived). The two terms, with their derivatives, long appeared as synonyms designating the image-receiving or image-forming faculty or process.” From *The Princeton Encyclopedia of Poetry and Poetics*

“**imagination**—the act or power of forming a mental image of something not present to the senses or never before wholly perceived in reality” From *Webster's Dictionary*

“*Don Quijote*—a novel by Miguel de Cervantes Saavedra” From *The Reader's Encyclopedia*

Course Objectives:

The generalized, bare-bones definitions above set the stage for our study of Cervantes' *Don Quijote* as the first modern novel, as a landmark work in the Western literary tradition, and as a book of pivotal importance in the development of our current concept of the imagination in the West. By the end of this semester, after reading and analyzing *Don Quijote*, after exploring Cervantes' engagement with imaginative fiction in the context of his sociohistorical moment, and after studying reception of Cervantes' masterpiece through the ages and in relationship to the development of the concept of the imagination, you will better understand and appreciate the legacy of this work for modern literature and the modern notion of the imagination. You will be able to answer the question, why does every novel since *Don Quijote* establish a dialogue with Cervantes' novel?

During this semester, you will also be learning about Comparative Literature, and various ways in which comparatists approach the analysis of literary texts.

Basic Reading Assignments:

Jan. 10 Introduction to course

Jan. 15 *Don Quijote*, Part I (1605) Introductory Material and Chaps. 1-7

Jan. 17 Chapt. 1-7

Jan. 22 *DQ I*: Chapt. 8-19

Jan. 24 *DQ I*: Chapt. 8-19

Jan. 29 *DQ I*: Chapt. 20-27

Jan. 31 *DQ I*: Chapt. 20-27

Feb. 5 *DQ I*: Chapt. 28-35

Feb. 7 *DQ I*: Chapt. 28-35

Feb. 12 *DQ I*: Chapt. 36-45

Feb. 14 *DQ I*: Chapt. 36-45

Feb. 19 *DQ I*: Chapt. 46-52 (end of Part I)

Feb. 21 *DQ I*: Chapt. 46-52 (end of Part I)

Feb. 26 *The Jealous Extremaduran*, from the *Exemplary Tales* (1613)

Feb. 28 *The Jealous Extremaduran*, from the *Exemplary Tales* (1613)

Mar. 4 MIDTERM

Mar. 6 *Don Quijote*, Part II (1615) Introductory Material and Chapt. 1-7

SPRING BREAK

Mar. 18 *DQ II*: Chapt. 8-21

Mar. 20 *DQ II*: Chapt. 8-21, hand in topic for final research paper

Mar. 25 *DQ II*: Chapt. 22-33

Mar. 27 *DQ II*: Chapt. 22-33

Apr. 1 Visit to Rare Books

Apr. 3 Work Day (no class)

Apr. 8 *DQ II*: Chapt. 34-49

Apr. 10 *DQ II*: Chapt. 34-49

Apr. 15 *DQ II*: Chapt. 50-62

Apr. 17 *DQ II*: Chapt. 50-62

Apr. 22 *DQ II*: Chapt. 63-74 (end of Part II)

Apr. 24 *DQ II*: Chapt. 63-74 (end of Part II), research paper due

Requirements and Evaluation:

1. Attendance, preparation and ACTIVE participation 20%
2. Midterm exam 20 %
3. Final exam 20%
4. Oral presentation 15%
5. Final research paper, 10-12 pages of text, MLA format, due on Apr. 24, 25%

To succeed in this course, you should:

1. Attend classes and participate actively in class discussions and assignments. Be on time, prepared to participate, and hand in assignments on the designated dates.
2. Keep up with the reading and other work assignment.
3. Consult professor about expectations or for clarification of uncertainties.

Honor Code:

The UNC Honor Code will apply to all work completed for this course, whether graded or ungraded. For the text of the Honor Code please see <http://instrument.unc.edu>. Please remember to sign the honor code on all assignments that you turn in. Feel free to ask if you have any questions regarding this policy.

Comparative Literature 624 The Baroque

September 1 Introduction to the Concept of the Baroque

Suggested Reading: Deleuze; Gilman; Harbison; Hatzfeld; Maravall; Martin; Rousset; Spitzer; Sypher; Weisbach; Wellek; Wölfflin

September 8 Baroque and the Visual Arts
At the NC Museum of Art

Suggested Reading: Bazin; Harbison; Hibbard; Hollander; Marder; Martin; Shearman; Sypher; Weisbach;

September 15 The Epic
Tasso, *Jerusalem Delivered* Cantos 1-10

Suggested Reading: Bowra; Durling; Giamatti; Hathaway; Quint; Weinberg

September 22 Class will not meet

September 29 The Epic
Tasso, *Jerusalem Delivered* Cantos 11-20

Suggested Reading: Daly; Daston; Hagstrum; Heffernan; Krieger; Lee; Longinus; Praz

October 6 Religion and Realism in Baroque Art
At the NC Museum of Art

October 13 Religious Poetry
Selected Poems

Suggested Reading: Collard; Hollander; Martz; Mourgues; Praz; St. Ignatius, *Spiritual Exercises*; Tuve; Wilson

October 20 Holiday

October 27 Picaresque
Quevedo, *The Swindler*
Submit paragraph summarizing topic for final paper

Suggested Reading: Cruz; Ife

November 3 Picaresque
Cervantes, *The Deceitful Marriage and the Colloquy of the Dogs*

Suggested Reading: Forcione

November 10 One and Many
Racine, *Phaedra*

Suggested Reading: Elias; Maravall; Rousset; Lope, *Punishment without Vengeance*

November 17 Illusion and Theatricality in Baroque Art
The the NC Museum of Art

November 24 Holiday

December 1 Illusion, Theatricality, and Romance
Calderón, *Life is a Dream*

Suggested Reading: Frye; Maravall; Orgel

December 8 Illusion, Theatricality, and Romance
Shakespeare, *Cymbeline*

Required Work: Attendance and active participation in class discussions; Oral presentation; Final paper (15-25 pp. text + notes and bibliography, MLA Format) due December 8 in class.

Marsha S. Collins, 124 Dey, 962-0130, marcol@email.unc.edu
Office Hours: Tuesday 9-11, Wednesday 11-12 and by appointment

SPORT FACILITY & EVENT MANAGEMENT

EXSS 323

3 Semester Hours

Semester/Year:

Professor: Ms. Deborah Southall

Class Location:

Days:

Office Location: Smith Building #07

Office Hours:

Telephone: 919.962-3508 (office)

E-mail: djsothll@email.unc.edu

COURSE DESCRIPTION

This course is designed to develop practical competencies necessary for effectively managing sport facilities and events. Basic concepts pertaining to stadium and/or arena functional areas and production of sporting events at sport facilities are covered. This course also provides an opportunity for practical experience in planning, organizing, publicizing, and conducting an event. The course is a combination of theoretical discussions and hands-on practical experience.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of the management competencies necessary for the successful operation and control of sport facilities and events (Ammon, Southall, & Blair, 2003; Graham, Delpy-Neirotti, & Goldblatt, 2000);
2. identify the processes involved in Crisis & Risk Management (Ammon, Southall, & Blair, 2003; Getz, 1992);
3. discuss the theoretical basis for the management structures of sport organizations (Chelladurai, 1999; Cotten, Wolohan, & Wilde, 2001; Kaiser, 1986; van der Smissen, 1990);
4. explain diversity issues as they relate to management processes such as planning, staffing, training, and budgeting (Graham, Delpy-Nerioletti, & Goldblatt, 2000; Walker, & Stotlar, 1997);

5. utilize information technology in the development of event programming and competition schedules (Graham, Delpy-Nerioletti, & Goldblatt, 2000; Helitzer, 1996; Stier, 1999);
6. demonstrate knowledge related to the proper purchase, storage, and maintenance of equipment (Ammon, Southall, & Blair, 2003; Graham, Delpy-Neirotti, & Goldblatt, 2000);
7. demonstrate knowledge of public-private partnerships as a method for attracting sporting events and financing sport facility construction (Ammon, Southall, & Blair, 2003; Graham, Delpy-Neirotti, & Goldblatt, 2000; Walker, & Stotlar, 1997); and

TEXT, READINGS, AND INSTRUCTIONAL STRATEGIES

Text:

Ammon, R., Southall, R.M., & Blair, D. (2003). *Sport facility management: Organizing events and mitigating risks*. Morgantown, WV: Fitness Information Technology

Street and Smith's Sport Business Journal:

We will begin each class session with a discussion of facility and event articles from the Business Journal and exams will include some questions from designated articles dealing with facilities and or events. This is the link to order your subscription:

www.sportsbusinessjournal.com/candu/subscribe

Course Assignments /Assessments

1. ***Sport-Facility Tours:*** (15% of Semester Grade)
Students are responsible for planning, organizing and managing a tour of designated sport facilities. Students will be placed in groups, given a specific facility, and plan the event for the rest of the class. Each group is responsible for creating an organizational chart of committees, developing job descriptions, establishing timelines and checklists.
2. ***Facility-Evaluation Report:*** (25% of Semester grade)
Students will evaluate each facility based on the Facility-Evaluation Checklist manual during each tour. Photos should be taken to illustrate aspects of the evaluation process. After each section of the evaluation manual, students will be required to complete a written summary of that area. A final written evaluation of the entire facility will summarize the student's overall evaluation. Student will then pick one of the six facilities they evaluated and compile the checklists, written summaries, and photographs into a portfolio that will be submitted at the end of the semester for their grade. Each of the five (5) technical areas of evaluation should contain a 1 – 2 page written summary.
3. ***Event-Evaluation Reports: (2 reports: 1 FB and 1 Olympic Sport Event)*** (10% @ - 20% of grade)
Students will be responsible for attending one (1) football and one (1) Olympic sporting event and completing the event evaluation form provided based on lecture material presented in class. This assignment will be evaluated based on completion of each component of the form and a minimum of 2 pages of written summary for each event at the conclusion.
4. ***Midterm Exam*** (15% of Semester Grade)

Students will be tested over material from the textbook, reading assignments and lecture/discussion class sessions during the first-half of the class.

5. *Event Volunteering* (10% of Semester Grade)

Students will gain experience by serving as ushers for the various sporting events during the course of the semester. Each student is responsible for working two events. They will have an evaluation form that will be filled out by their event supervisor which will include areas of evaluation such as promptness, attire, quality of work, and professionalism. The evaluation form will be in the form of a Likert Scale with the ratings from 1 (poor) to 5 (excellent).

6. *Final Exam* (15% of Semester Grade)

Students will be tested over material from the textbook, reading assignments and lecture/discussion class sessions during the last half of the class.

**EXSS 224 - Sport Facility and Event Management
Course Schedule**

Class	Date	Topic	Reading
1.		Introduction to Facility and Event Management Course Logistics	
2.		Facility Management in Today's Sport Industry	Chapter 2
3.		Planning and Producing the Event Developing Budgets and Sponsorship Proposals	
4.		Sport-Event Marketing and Providing Hospitality at Sport Events	Chapters 3 & 4
5.		Financing Facilities Privatization	
6.		Location and Getting in Touch with Your Customer	Chapter 5
7.		ADA Requirements Working with Participants	Chapters 6
8.		Hiring Personnel	Chapter 7
9.		Contracts	Chapter 8

10.		Risk Management	Chapter 9
11.		Facility Negligence	
12.		Media Relations	Chapter 10
13.		<u>Mid-Term Exam</u>	<u>Chapters 1-7</u>
14.		Crowd Management	Chapter 11
15.		Medical Emergency and Evaluation Plans	Chapter 12
16.		Alcohol Management	Chapter 13
17.		Concession Management	Chapter 14
18.		No Class	Fall Break
19.		Box Office Management Charity Events	
20.		Organizational Analysis: Developing Mission Statements, Goals, Objectives,	
21.		Human Resource Planning: Developing Job Analyses & Job Descriptions	
22.		Staff Planning and Training	
23.		Facility Tour #1	
24.		Facility Tour #2	
25.		Facility Tour #3	
26.		Facility Tour #4	
27.		Facility Tour #5	
28.		Facility Tour #6	
		No Class	Thanksgiving
29.			
30.	Final Exam		

FYS GERM 065

First Year Seminar 089 Prospectus Form – Revised 2/16/2009

Semester/year the First Year Seminar (FYS) will be offered: Fall Spring Year: 2009
(as Special Topics course)

Date submitted: 3/6/2009

Submitting department(s): *Germanic Languages and Literatures*

FYS Title: *German Heroes? Knights, Tricksters and Magicians*

Instructor's name: *Ruth von Bernuth*

Rank: *Assistant Professor*

Instructor's e-mail: *rvb@email.unc.edu*

A) Faculty bio:

Provide a short paragraph with a description of yourself, including academic interests and personal information. This information will be used to promote your seminar, so feel free to brag a bit and be interesting. Please limit your bio to no more than 100 words.

Born in East Germany, Ruth von Bernuth studied at the Humboldt University in Berlin, writing her doctoral dissertation on fools and folly at the time of the Reformation. Her interests include the whole early modern period, from the 15th century through the 18th, with all its energy and upheaval, and special attention to groups outside the mainstream, such as fools, of course, and Jews. Her research focuses on Old Yiddish literature and cultural exchanges between early modern Germany's Christian majority and Jewish minority and she is at her happiest rummaging through old libraries, the dustier the better.

B) Seminar description:

Provide a description that summarizes the seminar's content and goals using terms that will be familiar to high school students or that are defined within the description. We will use this description in various materials that describe your seminar. Please limit your seminar description to no more than 150 words.

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

C) First Year Seminar criteria:

FYS are expected to address five criteria. Each criterion is more or less relevant depending upon the seminar's subject matter, but instructors should be aware of the broader goals of our FYS program. To that end, please describe how the proposed FYS addresses the five criteria listed below. For more information on the FYS program and specific resources related to these criteria, browse the Faculty tab on the FYS web site (<http://www.unc.edu/fys>).

1. FYS should be issue-oriented and advanced, covering a wide range of knowledge, and/or engaging specific issues or advanced, cutting-edge topics. However, FYS are not introductory surveys, and they cannot stipulate a prerequisite skill or course as a condition for enrollment. How will the proposed FYS meet this difficult criterion?

All topics we will discuss will be based on fictional texts, which are, due to the medieval and early modern nature of literature, often adventurous and thrilling stories. Longer and more complicated novels like the Parzival will be reduced to the relevant chapters. Based on the story we will develop broader ideas.

2. FYS should be methodologically self-conscious in the sense of focusing on how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge. How will this criterion be met?

Students will develop their own concepts of the hero. Starting from single characteristics they have to present in an oral presentation, they are asked to compare medieval, early modern and modern ideas of heroes at the end of the semester. The course will teach them to combine approaches from several different disciplines such as history, theology and literary criticism.

3. FYS should involve active learning, encourage self-directed inquiry and enable students to take responsibility for producing knowledge. Describe the expected student participation and any plans for out-of-classroom or off-campus activities.

This course will be discussion based. The students will be asked to work in small groups, to present oral reports in pairs and on their own.

There will be visits to the Wilson library (early modern prints), the Rare book collection at the Duke Library (manuscripts), Ackland museum of Art (medieval and early modern art)

4. FYS should attempt to refine students' communication skills. How will the proposed FYS encourage communication?

The course is discussion based and students have to work in pairs in order to give oral presentations. They will also be asked to give comments on the presentation.

5. FYS are the only undergraduate courses that do not require final exams, and instructors are encouraged to use multiple testing strategies and gradable components to accommodate students' diverse learning styles and varied cognitive stages. All FYS should have a minimum of three graded assignments, with at least one assignment graded and returned to students before the 8-week deadline for dropping a course. If class participation is graded, it is recommended that it not constitute more than 10% of the final grade. How will grades be assigned in this FYS?

The students are required to read the assigned texts at home and contribute in writing to the discussion board on BlackBoard. In addition to their regular postings on BlackBoard, they will also give two oral presentations, write two essays and one creative writing piece.

Assignment 1

Oral presentation and essay: Students will work in pairs and give an oral presentation on concepts of virtues in the Middle Ages such as justice, courage, mercy or generosity. They will write up the presentation into a short essay.

Assignment 2

Creative writing piece: Students will chose one of Till Eulenspiegel's short stories and write a modern version of it.

Assignment 3

Oral presentation and essay: Students will compare medieval, early modern and modern concepts of heroes. They are encouraged to use resources outside the texts that we discussed in the class such as films (f.i. Borat and Eulenspiegel). They will write up the presentation into an essay.

Grades

Participation	15%
BlackBoard	15%
Assignment 1	
Oral presentation	10 %
Essay	15%
Assignment 2	10%
Assignment 3	
Oral presentation	10 %
Essay	25%

D) General Education requirements:

All FYS are expected to meet some General Education requirements. Please answer the following questions, which are applicable to all General Education courses:

- Does the course require at least 10 pages of writing or the equivalent in intellectual labor?

Yes: two essays (3 and 5 pages) and one creative writing (2 pages)

- For science, math, and performance courses, where little writing is typically assigned, does the course require the intellectual equivalent of at least 10 pages of writing outside of class?
- Does the course involve regular discussions?
Yes
- For science and math courses, where regular discussions may not be appropriate, does the course require students to apply their acquired knowledge to challenging problems?

E) Approaches:

Please answer the relevant questions if the proposed FYS fulfills an Approach. Proportion of course content is estimated by counting the number of class sessions or weekly themes devoted to the subjects considered. A FYS can fulfill only one Approach.

Physical and Life Sciences (PL):

- Does the course focus on scientific content and scientific method?

Social and Behavioral Sciences, non-historical (SS)

- Does the course focus on the scientific study of individual or collective behavior?
- Does the course draw on established quantitative and/or qualitative methods of analysis?

Social and Behavioral Sciences, historical analysis (HS)

- Does the course focus on the past and change over time, rather than the contemporary world?
- Does the course place human behavior in social or cultural contexts?

Visual and Performing Arts (VP)

- Does the course emphasize aesthetic content (e.g., art, architecture, music, drama, design, performance studies, film) that is nonliterary?
- Does at least 2/3 of the course content involve analysis of, or creative expression within, the visual and performing arts?

Philosophical and Moral Reasoning (PH)

- Does the course address the social dimensions of philosophical reasoning?
- If yes, does at least 1/5 of the course content address questions of morality and values?
- Does the course focus on understanding and critically assessing the truth, adequacy, defensibility, or value of the ideas being explored?

Literary Arts

- Does at least 2/3 of the course content involve the reading/analysis/creation of literary texts?

Yes

- If the course covers literature in foreign languages, the syllabus should indicate the language of instruction.

Language of instruction (and readings) is English.

F) Connections:

Please answer the relevant questions if the proposed FYS fulfills one or more Connections. Please note that proportion of course content is estimated by counting the number of class sessions or weekly themes devoted to the subjects considered.

U.S. Diversity

- On what form(s) of diversity does the course focus?
- Does the course give systematic attention to multiple social groups (at least two U.S. subcultures)?

Global Issues

- Does the course feature transnational or transregional relationships, issues, or dynamics?

Yes

- Does at least 2/3 of the course content focus on transnational content?

Yes

The World before 1750

- Would the course meet the criteria for the Historical Analysis category? (This is required.)

I would say that my course would fulfill the requirements for Historical Analysis, since I focus on heroism as a concept of human behaviour. However, it probably more closely fits the Literary Arts category.

- Does at least 2/3 of the course content focus on the period before 1750?

Yes

North Atlantic World

- How does the course introduce students to the history, geography, or culture of North America or Europe?
- Does at least 2/3 of the course content focus on a North Atlantic region?

Beyond the North Atlantic

- How does the course introduce students to the history, geography, or culture of a particular region outside the North Atlantic?
- Does at least 2/3 of the course content focus on a region or regions beyond the North Atlantic?

Experiential Education:

- If the course is proposed under the rubric of undergraduate research, is original student research at the heart of the course?
- How does the research process influence the allocation of instructional time?
- If the course is proposed for EE under one of the other rubrics (field work, service-learning, engaged creative process), does the course meet the minimum hours requirement specific to the category?
 - Field Work (at least 30 hours)
 - Service Learning (at least 30 hours)
 - Performing Arts (at least 30 hours)

G) Syllabus: Please provide a digital copy of a syllabus for this course.

Ruth von Bernuth
Office: 432 Dey Hall
Office Phone: 919-843-8863
Email: rvb@email.unc.edu

Tentative Syllabus

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

Course Layout and Assignments: *German heroes? Knights, tricksters and magicians* aims to engage students in discussions about medieval and early modern German literature, culture, and history and to encourage them to think and re-think the significance of literary production beyond the confines of the written word. Students are required to read the assigned texts at home and contribute in writing to the discussion board on BlackBoard. In addition to their regular postings on BlackBoard, students will also give two oral presentations, write two essays and one creative writing piece (total of 10 pages).

Assignment 1

Oral presentation and 3-page essay: Students will work in pairs and give an oral presentation on concepts of virtues in the Middle Ages such as justice, courage, mercy or generosity. They will write up the presentation into a short essay.

Assignment 2

Creative writing piece (2 pages): Students will chose one of Till Eulenspiegel's short stories and write a modern version of it.

Assignment 3

Oral presentation and 5-page essay: Students will compare medieval, early modern and modern concepts of heroes. They are encouraged to use resources outside the texts that we discussed in the class such as films (f.i. Borat and Eulenspiegel). They will write up the presentation into an essay.

Grades

Participation	15%
BlackBoard	15%
Assignment 1	
Oral presentation	10 %
Essay	15%
Assignment 2	10%
Assignment 3	
Oral presentation	10 %
Essay	25%

FYS
HIST 074

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University of North Carolina at Chapel Hill
Department of History

HIST 089-001 (First Year Seminar in History)

WOMEN'S VOICES: EUROPEAN HISTORY in FEMALE MEMORY

SYLLABUS

Instructor: Karen Hagemann

Time of the Course: Monday: 5:00 – 6:15 pm
Wednesday: 5:00 – 6:15 pm

Location of the Course: HM 523

Office Hours: Monday: 3:00 – 5:00 pm

Office: Hamilton Hall 566



AIMS OF THE COURSE

The course examines nineteenth and twentieth century European history through the lenses of women's autobiographical writings. It explores women's voices from different generational, social and national backgrounds and asks what formed their memories. We will read autobiographical texts by eight women who tried to make a difference in society, politics or culture: ADELHEID POPP (1869-1939), an Austrian working class woman and social democratic activist; ALICE SALOMON (1872-1948), a liberal Jewish-German social reformer who advocated women's rights and social justice; EMMELINE PANKHURST (1858-1928), the leader of the radical wing of the suffragist movement; VERA BRITAIN (1893-1970), a British student who volunteered in World War I as a nurse and later became a peace activist; TONI SENDER (1888-1964), one of the first female parliamentarians in Weimar Germany; RUTH KLÜGER (1931-), an Austrian-Jewish Student who survived Auschwitz and later became a professor for German literature in the United States; GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002), a member of the French resistance against Nazi occupation and a survivor of the women's concentration camp Ravensbrück; and JELLA LEPMAN (1891-1870), a German-Jewish

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writer, who migrated with her family 1936 to Britain, returned with the American occupation troops after 1945 to Germany and worked for the Re-education program.

Overarching themes of our exploration of the experiences and memories of these women will include their upbringing in the family, their education and workforce experiences, their struggles for equal economic, social and political rights, their experiences of the two World Wars, and the Holocaust. By the close reading and intensive discussion of these eight autobiographical accounts and related background readings and your own research on a women and their autobiography of your own choice the course offers a unique perspective on Modern European history and introduces student into historical research. The major questions of the course are what we can learn from the experiences and the memories of these female voices and who can we present them to a broader audience? The planned result is a small exhibition of posters in which each student presents one women and their autobiography.

FORMAT OF THE COURSE

Active learning and independent research will play a crucial role in the course. Classes will center on the discussions of the assigned readings, therefore you should complete the reading assignment for all classes and note comments and at least three questions for the discussion of the reading for each class.

The course has no midterm and final examination. Instead, you will have to choose one autobiographical account listed at the end of the syllabus and write a 10-page research paper (10 pages are the minimum - 15 pages are the maximum) on the live and work of this woman and her autobiography. At the end of the term your will have to inform the class about your research results with a 10-minute presentation and a poster (44x34 inches). This poster should present the bio of the author and her autobiography with short texts and selected images. The research paper, like the oral presentation and the poster, should focus on the following five questions:

- 1) Why did you choose this autobiography? Why do the experiences and memories of the author resonate with you today?
- 2) What is for you most important in her live and work?
- 3) Why was this woman important in her time?
- 4) How is this woman a reflection of her historical period?
- 5) What is the major theme in her autobiography? What formed her memories and writing?

For the preparation of the research papers and the poster you will be asked to prepare a 2-3-page handout, which presents the biography of the author of the autobiography you choose and the specific format and the history of the text to the other students, a 1-2 page outline of the research paper and a 1-page poster sketch, which I will discuss with you individually.

To help you to get track of the historical development in Europe and important events, you will find on blackboard the following material: a timeline, maps, a bibliography with selected literature, and useful links.

SUPPORT BY THE UNC GRADUATE RESEARCH CONSULTANT PROGRAM

In this course, you will be working with a Graduate Research Consultant who will assist you in the research project. The GRC Program is sponsored by the Office for Undergraduate Research (www.unc.edu/depts/our). I encourage you to visit this website to see other ways that you might engage in research, scholarship and creative performance while you are at Carolina.

REQUIRED READINGS

Chapters of the following autobiographies will be our required reading. I will place these chapters on *blackboard*. You will find the autobiographies **on reserve in the UNC Undergraduate Library**. Most of them also will be available in Textbook Department of the **UNC Student Stores**:

- VERA BRITAIN, *Testament of Youth: An Autobiographical Study of the Years 1900-1925* (New York: Penguin Classics, 2005, first published in 1933) (**UNC Store**)
- ALICE SALOMON, *Character is Destiny: The Autobiography of Alice Salomon* (Ann Arbor: University of Michigan Press, 2004). (**UNC Store**)
- GENEVIEVE DE GAULLE-ANTHONIOZ, *The Dawn of Hope: A Memoir of Ravensbrück* (New York: Arcade Publishing, 1999). (**UNC Store**)
- RUTH KLÜGER, *Still Alive: A Holocaust Girlhood Remembered* (New York: Feminist Press at the City University of New York, 2001). (**UNC Store**)
- JELLA LEPMAN, *A Bridge of Children's Books: The Inspiring Autobiography of a Remarkable Woman* (Dublin: O'Brien, 2002). (**UNC Store**)
- EMMELINE PANKHURST, *My Own Story* (Westport: Greenwood Press, 1985, first published 1914). (**The book is available on Blackboard as a pdf**)
- ADELHEID POPP, *The Autobiography of a Working Woman* (Westport, Ct.: Hyperion Press, 1983, first published in English 1912). (**Online book:** <http://openlibrary.org/b/OL7077019M>)
- TONI SENDER, *The Autobiography of a German Rebel* (New York, The Vanguard Press, 1939).

To provide you with an overview over the history of European Women in the nineteenth and early twentieth century we will in addition articles and book chapters. Most of them you will find in the following two textbooks, **which I recommend to buy:**

- RACHEL FUCHS / VICTORIA THOMPSON, *Women in Nineteenth-Century Europe* (Basingstoke and New York: Palgrave MacMillan, 2005).
- ANN T. ALLEN, *Women in Twentieth-Century Europe* (Basingstoke and New York: Palgrave MacMillan, 2007)

You will find these two books too in the Textbook Department of the **UNC Student Stores**.

COURSE PROGRAM

Week 1:

Wednesday, August 26, 2009

Introductory Session I: Aims and Format of the Course

Week 2:

Monday, August 31, 2009

Introductory Session II: Women's History

Required Reading:

- JOAN W. SCOTT, "Women's History," in *New Perspectives on Historical Writing*, ed. by Peter Burke, (University Park, Pennsylvania: Penn State University Press, 2001 (2), 43-70.

Methodological Theme:

- What is women's history?

Wednesday, September 2, 2009

3:30-5:00 pm: Libraries – a heaven for historians: tour through the UNC libraries & introduction into the library catalogues

5:00 pm: Introductory Session III: History and Autobiography

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Required Reading:

- MARY J. MAYNES, "Autobiography and Class Formation in Nineteenth-Century Europe: Methodological Considerations," *Social Science History* 16, no. 3 (1992): 517-537, we read: 517-523.
- MARTHA HOWELL / WALTER PREVENIER, *From Reliable Sources: An Introduction into Historical Methods* (Ithaca: Cornell University Press, 2001), 17-27.

Methodological Theme:

- What are primary documents and how can historians use autobiographies for our historical studies?

I. Nineteenth Century Women**Week 3****Monday, September 7, 2009****No Class – Labor Day****Wednesday, September 9, 2009*****Working-Class Women's Live: Childhood, Family, and Household***

PRESENTATION OF THE (AUTO)BIOGRAPHY BY ADELHEID POPP (1869-1939) BY STUDENTS.

Autobiography:

- POPP, *Autobiography*, all Introductions, and 15-34

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 43-60.

If you want to explore more:

- MARY J. MAYNES, "Gender and Class in Working-Class Women's Autobiographies", in *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1986), 230-46.

Please send me your selection and ranking of three autobiographies from the below list (syllabus page 15) until Saturday, September 12, 2009, 5:00 pm. Choose them from different time periods.

Week 4**Monday, September 14, 2009*****Working-Class Women's Memories: Working Experiences****Autobiography:*

- POPP, *Autobiography*, 34-74 (important in particular: 34f, 38-43, 46-49, 56-61 and 66-75)

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 61-83.

If you want to explore more:

- ROSEMARY ORTHMANN, "Labor Force Participation, Life cycle and Expenditure Patterns: The Case of Unmarried Female Factory Workers, Berlin, 1902," in *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1984), 24-41.

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Methodological Theme:

- Introduction into the UNC Library System

Agreement on the selected autobiographies in class, each student will have to work on a different text.

Wednesday, September 16, 2009***Working-Class Women's Memories: Political Activism and Socialist Feminism****Autobiography:*

- POPP, *Autobiography*, 85-123 (important in particular: 85-96, 98-110).

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 155-176.

If you want to explore more:

- UTE FREVERT, "Women Workers, Workers' Wives and Social Democracy in Imperial Germany", in *Bernstein to Brandt: A Short History of German Social Democracy*, ed. by Roger Fletcher (London: Berg, 1987), 34-44.

Week 5**Monday, September 21, 2009*****Middle Class Women's Memories: Childhood, Family, and Household***

PRESENTATION OF THE (AUTO)BIOGRAPHY BY ALICE SALOMON (1872-1948) BY STUDENTS.

PRESENTATION OF THE (AUTO)BIOGRAPHY BY VERA BRITAIN (1893-1970) BY STUDENTS.

Autobiography:

- SALOMON, *Character is Destiny*, Preface, Introduction, and 11-18.
- BRITAIN, *Testament*, Preface Foreword, and 17-27

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 43-61 (the same as for week 3).

Methodological Theme:

- How to prepare the project outline?

Wednesday, September 23, 2009***Middle Class Women's Memories: Female Education***

PRESENTATION OF THE (AUTO)BIOGRAPHY BY EMMELINE PANKHURST (1858-1928) BY STUDENTS.

Autobiography:

- SALOMON, *Character is Destiny*, 18-23.
- BRITAIN, *Testament*, 27-43.
- PANKHURST, *My Own Story*, Foreword, and 1-13.

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 84-100.

All students have to hand in their handout.

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Week 6

Monday, September 28, 2009

Middle Class Women's Memories: Maternalism and Social Work

Autobiography:

- SALOMON, *Character is Destiny*, 24-47 and 68-80.

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 4).

If you want to explore more:

- UTE GERHARD, "The Women's Movement in Germany in an International Context," in *ibid.*, 102-124.

Methodological Theme:

- How to prepare the poster sketch?

Wednesday, September 30, 2009

Middle Class Women's Memories: The Struggle for Female Suffrage

Autobiography:

- PANKHURST, *My Own Story*, 37-56, 205-220 and 303-322.

Required Background Reading:

- FUCHS / THOMPSON, *Women*, 155-176 (the same as for week 4).

If you want to explore more:

- JANE RENDALL, "Recovering Lost Political Cultures: British Feminism, 1860-1900," *Women's Emancipation Movement in Nineteenth Century*, eds. Sylvia Paletschek and Bianka Petrow-Emmker (Stanford, 2004), 33-52.
- LAURA E. NYM MAYHALL, *The Militant Suffrage Movement: Citizenship and Resistance in Britain, 1860-1930* (Oxford and New York: Oxford University Press, 2003), 89-116..

Week 7

Monday, October 5, 2009

Reading Break

Wednesday, October 7, 2009

Reading Break

During this week I will meet all students for individual consultations in my office. We will discuss your plans for the essay and poster.

Please bring a *1-2 page outline of your research paper* and a *1-page poster sketch* with you. The outline should include: your name, the draft title of your project, the title of the autobiography you selected (in complete citation), a brief bio of the author (not longer than 15 lines) and a list of the literature and the websites you want to use. Please limit yourself to up to 5 books and articles and make sure that your citation is complete. On *blackboard* you will find a guide.

II. Twentieth Century Women

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Week 8

Monday, October 12, 2009

Women in World War I: Female War Experiences – ‘The Homefront’: War Support and War Opposition

PRESENTATION OF THE (AUTO)BIOGRAPHY BY TONI SENDER (1888-1964) BY STUDENTS.

Autobiography:

- BRITAIN, *Testament*, 135-145 and 164-173.
- SENDER, *The Autobiography*, 60-90 (in particular 60-80)

Required Background Reading:

- ALLEN, *Women*, 6-20.

If you want to explore more:

- SONYA O. ROSE, “Women on the Home Front in World War I,” *Journal of British Studies* 42, no. 3 (2003): 406-411.

Methodological Theme:

- Brief presentation in class: which autobiography did you choose and why?

Wednesday, October 14, 2009

Women in World War I: War Nurses and Female War Workers

Autobiography:

- BRITAIN, *Testament*, 205-214 and 405-426.
- SALOMON, *Character is Destiny*, 112-120.

Required Background Reading:

- ALLEN, *Women*, 6-20 (the same as for Monday).

If you want to explore more:

- HENRIETTE DONNER, “Under the Cross: Why V.A.D.s Performed the Filthiest Task in the Dirtiest War: Red Cross Women Volunteers, 1914-1918,” *Journal of Social History* 30, no. 3 (1997): 687-704.
- LYNNE LAYTON, “Vera Britain’s Testament,” in: *Behind the Lines: Gender and the Two World Wars*, ed. by Margaret R. Higonnet et. al. (New Haven. Yale University Press, 1987), 70-83.

Week 9

Monday, October 19, 2009

Women in Interwar Europe I: The “New Women”

Autobiography:

- BRITAIN, *Testament*, 497-509, 576-592 and 651-657.

Required Background Reading:

- ALLEN, *Women*, 21-41.

Methodological Theme:

- How to prepare the final essay?

Wednesday, October 21, 2009

Fall Break

April 6, 2009

Week 10

Monday, October 26, 2009

Women in Interwar Europe II: Women in Interwar Politics

Autobiography:

- SENDER, *The Autobiography*, 160-167 and 244-249.
- SALOMON, *Character is Destiny*, 150-158.

Required Background Reading:

- ALLEN, *Women*, 21-41 (the same as for Monday).

If you want to explore more:

- KAREN HAGEMANN, "Men's Demonstrations and Women's Protest: Gender in Collective Action in the Urban Working-Class Milieu during the Weimar Republic," *Gender and History* 5, no. 1 (1993): 101-119.

Wednesday, October 28, 2009

Women in Interwar Europe III: The Rise of Nazism

Autobiography:

- SENDER, *The Autobiography*, 275-279 and 294-308.
- SALOMON, *Character is Destiny*, 158-164.

Required Background Reading:

- ALLEN, *Women*, 43-43 and 48-59.

If you want to explore more:

- HELEN L. BOAK, "Our Last Hope: Women's Votes for Hitler – A Reappraisal," *German Studies Review* 12 (1989): 289-310

Methodological Theme:

- How to prepare the poster and the oral presentation?

Week 11

Monday, November 2, 2009

Women and the Holocaust I: Jewish Life in Austria and Nazi Germany before World War II

PRESENTATION OF THE (AUTO)BIOGRAPHY BY RUTH KLÜGER (1931-) BY STUDENTS.

Autobiography:

- SALOMON, *Character is Destiny*, 173-187.
- KLÜGER, *Still Alive*, Foreword, 15-58 (in particular, 29-58)

Required Background Reading:

- ALLEN, *Women*, 60-78.

If you want to explore more:

- MARION KAPLAN, "Jewish Women in Nazi Germany: Daily Life, Daily Struggles, 1933-1939," *Feminist Studies* 16, no. 3 (1990): 579-606.

Methodological Theme:

- How to prepare the poster and the oral presentation?

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Wednesday, November 4, 2009

Women, War and the Holocaust II: Political Prisoners in the Women's Concentration Camp Ravensbrück

PRESENTATION OF THE (AUTO)BIOGRAPHY BY GENEVIEVE DE GAULLE-ANTHONIOZ (1920-2002) BY STUDENTS.

Autobiography:

- GAULLE-ANTHONIOZ, *The Dawn of Hope*, 1-83.

Required Reading:

- ALLEN, *Women*, 60-79 (the same as for week 10).

If you want to explore more:

- http://en.wikipedia.org/wiki/Ravensbr%C3%BCck_concentration_camp
- http://isurvived.org/Frameset_folder/-Ravensbruck.html

Week 12

Monday, November 9, 2009

Women, War and the Holocaust III: Jewish Women in the Ghetto Theresienstadt and the Death Camp Auschwitz

Autobiography:

- KLÜGER, *Still Alive*, 70-131

Required Reading:

- ALLEN, *Women*, 60-79 (the same as for week 10 and 11).

If you want to explore more:

- JUDITH T. BAUMEL, "Women's Agency and Survival Strategies during the Holocaust," *Women's Studies International Forum* 22, no. 3 (1999): 329-347.

Wednesday, November 11, 2009

Women, War and the Holocaust IV: Surviving and Remembering the Holocaust

Autobiography:

- KLÜGER, *Still Alive*, 136-165, 63-69 and 205-214.

If you want to explore more:

- MYRNA GOLDENBERG, "Different Horrors, Same Hell: Women Remembering the Holocaust," in *Thinking the Unthinkable: Meaning of the Holocaust*, edited by Roger Gottlieb. New York, 1990, 150-66.
- MYRNA GOLDENBERG, "Lessons Learned from Gentle Heroism: Women's Holocaust Narratives," *The ANNALS of the American Academy of Political and Social Science* 548, no. 1 (1996): 78-93

Week 13

Monday, November 16, 2009

Writing Break

Wednesday, November 18, 2009

Post-War Stories: The Hour of Women

April 6, 2009

PRESENTATION OF THE (AUTO)BIOGRAPHY BY JELLA LEPMAN (1891-1870) BY A STUDENT.

Autobiography:

- LEPMAN, *A Bridge of Children's Book*, 9-32 and 40-49.

Required Reading:

- ALLEN, *Women*, 79-96

If you want to explore more:

- ELIZABETH HEINEMAN, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," *The American Historical Review* 101, no. 2 (1996): 354-395.

Methodological Theme:

- Final questions: how to prepare the poster and the exhibition?

First draft of the research paper is due (bring one hard copy to class).

Week 14

Monday, November 23, 2009

Individual consultations with all students: discussion of the draft of the research paper, the poster sketch and the plans for the oral presentation.

Wednesday, November 25, 2009

Thanksgiving Recess

Week 15

Monday, November 30, 2009

Women's Voices I - Presentation and Discussion of the Student Projects

Wednesday, December 02, 2009

Women's Voices II - Presentation and Discussion of the Student Projects

Week 16

Monday, December 7, 2009

Women's Voices III – Presentation and Discussion of the Student Projects

Wednesday, December 9, 2009

Final Session – We Celebrate the Presentation of the Exhibition.

Course Evaluation

Final research paper of 10-pages is due. Please bring one copy with you to class.

ASSIGNMENTS AND GRADING

ASSIGNMENTS:

Five Assignments will contribute to the final grade in the course:

- **Course participation in** (25 percent of the final grade)
- **2-3 page handout on the selected women and her autobiography**
DEADLINE: Wednesday, September 23, 2009 (10 percent of the final grade)
- **1-2 page outline of the research paper and a 1-page sketch of the poster**
DEADLINE: Monday, October 5, 2009 (10 percent of the final grade)
- **Presentation of the selected women and her autobiography** (10 percent of the final grade)
DEADLINE: November 30 – December 7, 2009 (depends on the day of the presentation)
- **Poster** (15 percent of the final grade)
DEADLINE: November 30 – December 7, 2009 (depends on the day of the presentation)
- **10-page research paper** (30 percent of the final grade)
DEADLINE: Wednesday, December 9, 2009

Course Participation (25 percent of the final grade)

Participating in a group discussion is important both as a skill and as a learning opportunity. Preparation for and participation in the class discussions are therefore key requirements for this seminar. You are expected as a matter of course to have read all required reading and to be ready to discuss it. *Please note your response and at least three questions on the required readings.* If you want you can place your comments and questions on the *discussion forum on blackboard*.

Reflecting the importance of discussion, a substantial part of the course grade will be assigned on the basis of regular attendance and thoughtful engagement. For each session, students will get maximum credit (two point) if they present their questions on the reading, contribute thoughtfully to the discussion and respond to the observations of others over the course of each of the meetings. It is, however, better to attend even though not prepared (and get one point) than to miss a session altogether. The worst choice is to attend not at all (no points). If for some reason beyond their control (e.g., a personal medical problem or a family emergency) students cannot attend, they should be certain to let the instructor know so that session can be counted as an excused absence (one point). Active participation in all discussions will earn an "A". Silence on the sidelines or unexcused absences will lower the participation grade, potentially even into the "F" range.

Handout (10 percent of the final grade)

Everybody will have to prepare a 2-3-page handout, which introduces the author of the autobiography and the text itself students have chosen to the class. The handout should include a brief biography and information about the specific form and the history of the text. You will find a **guide** on *blackboard*.

Research Paper, Poster and Presentation (65 percent of the final grade)

Since the **research paper** will focus on a women and her autobiography of the student's choice, students should start thinking about their choice as soon as possible and consult with the instructor about possible texts. At the end of this syllabus you will find a list.

Completion of the research paper requires that you carry out each stage of the project:

- 1) send your three ranked alternative choices of autobiographies to the instructor
- 2) Hand in a 2-3-page an handout on the selected women and her autobiography
- 3) Hand in a 1-2 page outline of the research paper and a 1-page sketch of the poster
- 4) Obligatory first consultation with the instructor,

- 5) Submission of a draft of the research paper
- 6) Obligatory second consultation with the instructor
- 7) Presentation of the woman and her autobiography in class together with the poster
- 8) Submission of the final essay and the poster.

You will find a **guide** for the preparation of the project on blackboard.

The **presentation** should not be longer than 10 minutes; you will present your main findings to the class and focus on the above listed questions.

GRADING:

The written, visual and oral exercises are intended to help you to develop the skills of systematic inquiry, critical analysis, and clear expression. Accordingly, evaluations will be based on three major, closely-related criteria:

- mastery of the relevant material
- development of an argument or point of view that is pertinent to the issue at hand and that has breadth, coherence, and insight, and
- expression of ideas in clear, concise, even engaging prose.

These criteria will translate into grades as follows:

A—**excellent**. Outstanding in all three areas. Offers integrated, insightful coverage based on ample, sound evidence.

B—**good**. Strong in all three areas or notable strengths in one balanced by significant weakness in another.

C—**average**. Adequate performance in one or more areas offset by serious weakness in others that leaves the presentation fragmented, murky, or narrow.

D—**poor**. Notable problems in all three areas. Remedial work needed to improve substantive understanding or basic communication.

F—**unacceptable**. Serious flaws in all three areas. No evident engagement in the assignment.

Honor code: Papers and exams must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized aid on this assignment.”) or the word “Pledge” followed by your name as a short-hand way of communicating your adherence. Otherwise, no grade will be recorded. More information is also available at <http://instrument.unc.edu> and at:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

BLACKBOARD

I will be using Blackboard to make course materials, announcements, and other essential information available to you. You are expected to check Blackboard regularly and are responsible for the material that appears on it. To access Blackboard:

1. Go to <http://blackboard.unc.edu>
2. Type in the name you use for your email and then your password
3. You will then receive a list of all the courses for which you are registered this semester. Click on HIST 089-001.
4. Please familiarize yourself with the course Web Page. It is an essential tool for taking this course.
5. If you do not want to use your UNC email address, you must contact the Help Desk at 962-HELP.

6. A copy of the syllabus is on Blackboard under Course Information. It may be updated periodically.

PLEASE NOTE: IF YOU HAVE DROPPED THIS COURSE, THE REGISTRAR WILL TAKE YOU OFF THE COURSE EMAIL LIST WITHIN 48 HOURS. YOU DO NOT NEED TO CONTACT THE INSTRUCTOR OR TAKE ANY OTHER ACTION.

SELECTED LITERATURE

THEORY AND METHODOLOGY OF WOMEN'S AND GENDER HISTORY

These are introductory texts into the theoretical and methodological approach of women's and gender history:

- Bock, Gisela, "Women's History and Gender History: Aspects of an International Debate," *Gender and History* 1 (1989): 7-30. (UNC lib: HQ1101 .G46)
- Hunt, Lynn, "The Challenge of Gender: Deconstruction of Categories and Reconstruction of Narratives in Gender History", in *Geschlechtergeschichte und allgemeine Geschichte: Herausforderungen und Perspektiven*, ed. by Hans Medick and Anne-Charlotte Trepp (Göttingen: Wallstein, 1998, 59-97. (Duke Lib: HQ1121 .G48 1998 c.1)
- Offen, Karen, "Defining Feminism: A Comparative Historical Approach," *Signs* 14 (1988): 119-157. (UNC Lib: HQ1101 .S5)
- Scott, Joan W., "Gender: A Useful Category of Historical Analysis," in *American Historical Review* 98 (1986): 1053-1075. (UNC Lib: E171 .A57)
- Scott, Joan W., „Womens History," in *New Perspectives on Historical Writing*, ed. by Peter Burke (University Park, Pennsylvania: Penn State University Press, 2001 (2)), 43-70. (UNC lib: D13 .N45 2001)

ON EUROPEAN WOMEN'S HISTORY

If you have no background knowledge in Modern European or Women's History you could consult some of the following introductive readings during the course:

- Abrams, Lynn, *The Making of Modern Woman: Europe 1789-1918* (London and New York: Pearson, 2002). (UNC lib: HQ1587 .A27 2002)
- Bock, Gisela, *Women in European History* (Oxford and Malden, Mass: Blackwell, 2002). (UNC lib: HQ1587 .B63 2002)
- Boxer, Marilyn J. and Jean H. Quataert (eds.), *Connecting Spheres: European Women in a Globalizing World, 1600 to the present*, 2nd ed., (New York and Oxford: Oxford University Press, 2000). (UNC lib: HQ1150 .C66 2000)
- Bridenthal, Renate, Susan Mosher Stuard and Merry E. Wiesner (eds.), *Becoming Visible: Women in European History* (Boston: Houghton Mifflin, 1998). (UNC lib: HQ1588 .B43 1998)
- Duby Georges and Michelle Perrot (eds.), *A History of Women in the West*. (Cambridge, Mass.: Harvard University Press, 1992-1994): vol. 4.: *Emerging Feminism from Revolution to World War*, ed. by Geneviève Fraisse and Michelle Perrot; vol. 5.: *Toward a Cultural Identity in the Twentieth Century*, ed. by Françoise Thébaud. (UNC lib: HQ1121 .S79513 1992)
- Duchen, Claire and Irene Bandhauer-Schöffmann, eds., *When the War Was Over: Women, War and Peace in Europe, 1940-1956* (London: Continuum, 2000). (UNC lib: HQ1587 .W53 2000)
- Frevert, Ute, *Women in German History: From Bourgeois Emancipations to Sexual Liberation* (Oxford, New York: Berg Publisher, 1989) (UNC lib: HQ1627 .F69713 1989)
- McMillan, James F., *France and Women, 1789-1914: Gender. Society and Politics* (London, New York: Routledge, 2000). (UNC lib: HQ1613 .M38 2000)
- Offen, Karen, *European Feminisms: A Political History, 1700-1950* (Stanford: Stanford University Press, 2000). (UNC lib: HQ1586 .O33 2000)

- Purvis, June, *Women's History: Britain, 1850-1945. An Introduction* (London, New York: Routledge, 1995). (UNC lib: HQ1593 .W664 1995)
- Simonton, Deborah (ed.), *The Routledge History of Women in Europe since 1700* (London and New York: Routledge, 2007) (UNC lib: HQ1587 .R68 2006)
- Sluga, Glenda and Barbara Caine (eds.), *Gendering European History, 1780-1920* (London: Leicester University Press, 2000). (UNC lib: HQ1154 .C23 2000)
- Smith, Bonnie G., *Changing Lives: Women in European History Since 1700* (Lexington: D.C. Heath and Company, 1989). (UNC lib: HQ1588 .S657 1989)

ON AUTOBIOGRAPHICAL WRITING OF WOMEN

These publications introduce you in the usage of autobiographical writing by women's historians:

- David Carlson, "Autobiography," in *Reading Primary Sources: The Interpretation of Texts from Nineteenth- and Twentieth-Century History*, ed. by Miriam Dobson and Benjamin Ziemann (London and New York: Routledge, 2009), 175-192.
- Gerstenberger, Katharina, *Truth to Tell: German Women's Autobiographies and Turn-of-the-Century Culture* (Ann Arbor: University of Michigan Press, 2000). (UNC Lib: CT3430 .G44 2001)
- Howell, Martha / Walter Prevenier, *From Reliable Sources: An Introduction into Historical Methods* (Ithaca: Cornell University Press, 2001), 17-27. (UNC Lib: D16 .H713 2001)
- Jacobi-Dittrich, Juliane. "The Struggle for an Identity: Working Class Autobiographies Written by Women in Nineteenth Century Germany," in: *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1986), 321-45. (UNC Lib: HQ1623 .G47 1986 c. 3)
- Maynes Mary Jo, Jennifer L. Pierce and Barbara Laslett, eds., *Telling Stories: The Use of Personal Narratives in the Social Sciences and History* (Ithaca: Cornell University Press, 2008). (UNC lib: H61.29 .M39 2008)
- Maynes, Mary Jo, "Autobiography and Class Formation in Nineteenth-Century Europe: Methodological Considerations," *Social Science History* 16, no. 3 (1992): 517-537. (UNC lib: H1 .S612)
- Maynes, Mary Jo, *Taking the Hard Road: Life Course in French and German Workers' Autobiographies in the Era of Industrialization* (Chapel Hill: The University of North Carolina Press, 1995). (HD8430 .M29 1995)
- Maynes, Mary Jo. "Gender and Class in Working-Class Women's Autobiographies," in *German Women in the Eighteenth and Nineteenth Centuries*, ed. by Ruth Ellen B. Joeres and Mary Jo Maynes (Bloomington: Indiana University Press, 1986), 230-46. (UNC lib: HQ1623 .G47 1986 c. 3)

AUTOBIOGRAPHIES FOR YOUR FINAL ESSAY

WORKING CLASS WOMEN AND THE SOCIALIST WOMEN'S MOVEMENT

- Farningham, Marianne, *A Working Woman's Life: An Autobiography* (London: J. Clarke, 1907)¹ (Duke Lib: BX6495.F35 A37 1907 c.1)
- Gawthorpe, Mary Eleanor, *Up Hill to Holloway* (Penobscot, Me.: Traversity Press, 1962). (Duke Lib: CT788.G36 A3 1962 c.1)
- Popp, Adelheid, *The Autobiography of a Working Woman*, translated by E.C. Harvey (Westport, Ct.: Hyperion Press, 1983). (UNC LIB: HD6149 .P6)

¹ Online source

MIDDLE CLASS WOMEN AND THE BOURGEOIS WOMEN'S MOVEMENT

- Fawcett Millicent, Garrett Dame, *What I Remember* (University Press of the Pacific, 2004). (UNC Storage Request: JN979 .F26 1975)
- Pankhurst, Christabel, *Unshackled: The Story of How We Won the Vote* (London: F. W. Pethick-Lawrence, 1959). (UNC: Storage Request JN979 .P25 1987 JN979 .P25 1987)
- Pankhurst, Emmeline, *My Own Story* (Westport: Greenwood Press, 1985). (UNC LIB: JN979 P26)
- Salomon, Alice, *Character is Destiny: Autobiography* (Ann Arbor: University of Michigan Press, 2004). (UNC LIB: HV40.32.S35 A3 2004)

FIRST WORLD WAR AND THE INTERWAR PERIOD

- Britain, Vera, *Testament of Youth: An Autobiographical Study of the Years 1900-1925* (New York: Penguin Classics, 2005). (UNC LIB: PR6003.R385 Z479 2004).
- Dayus, Kathleen, *Where There's Life* (London: Viagro, 1985). (UNC LIB: DA690.B6 D35 1985)
- Meyer-Leviné, Rosa, *Inside German Communism. Memoirs of a Party Life in the Weimar Republic* (London: Pluto Press, 1977). (UNC LIB: JN3970.K6 M48 1977)
- Sender, Toni, *The Autobiography of a German Rebel* (New York: The Vanguard Press, 1939). (UNC LIB: DD247.S44 A3)

THE THIRD REICH, THE HOLOCAUST AND WORLD WAR II

- Delbo, Charlotte, *None of Us Will Return* (Boston: Beacon Press, 1978). (UNC Lib: D805.P7 D413 1978)
- Gaulle-Anthonioz, Genevieve de, *The Dawn of Hope: A Memoir of Ravensbrück* (New York: Arcade Publishing, 1999). (D805.G3 G37713 1999)
- Klüger, Ruth, *Still Alive: A Holocaust Girlhood Remembered* (New York: Feminist Press at the City University of New York, 2001). (UNC Lib: DS135.A93 K58513 2001)
- Mann, Katia, *Unwritten Memoirs* (New York: Alfred A. Knopf, 1975). (UNC lib: PT2625.A44 Z74619513 1975 c. 2)
- Weissmann Klein, Gerda, *All But My Life* (New York: Hill and Wang, 1995). (UNC Lib: DS135.P6 K536 1995)
- Zassenhaus, Hiltgunt, *Walls: Resisting the Third Reich – One Woman's Story* (Boston: Beacon, 1976). (UNC Lib: DD256.3 .Z34)

POSTWAR

- de Beauvoir, Simone, *After the War: Force of Circumstance, 1944-1952. The Autobiography of Simone de Beauvoir* (New York : Paragon House, 1992).
- Gross, Inge E., *Memories of World War II and its Aftermath: By a Little Girl Growing up in Berlin 1940-1954: An Autobiography*, vol. 1 (Eastsound: Island in the Sky Pub. Co., 2005). (UNC Lib: In Process)
- Lepman, Jella, *A Bridge of Children's Books: The Inspiring Autobiography of a Remarkable Woman* (Dublin : O'Brien, 2002). (UNC: Information & Library Science Library Reserve Z718.1 .L473 c. 2)
- Knepf, Hildegard, *The Gift Horse* (London: Granada, 1971). (UNC Lib: PN2658.N35 A313)

HNRS 351: Burch Seminar in Alaska and Iceland

Global Climate Change and Energy Resource Depletion:

The Crises, the Challenges and the Solutions

Summer 2010

Seven weeks (Sunday, June 20-Sunday, August 8)

Professor José A. Rial

Department of Geological Sciences

April 19, 2009

Academics

Students on this program will be enrolled in the following academic courses:

- HNRS 351 - Global Climate Change: The Science and the History (4 credits)
- HNRS 351 - Energy Resources: the Science and the Policy (4 credits)

Outline of coursework

a. *Global Climate Change: The Science and the History*

HNRS 351

4 undergraduate credits

Connections: Physical and Life Sciences (PL), Experiential Education (EE)

Course summary

This course starts by outlining the long history of global warming, including great climate changes of the last 4 billion years. Climate change is controlled in part by variations in the earth's orbital parameters, so the course will outline the astronomical theory of the climate, as well as the use of modern climate models to predict the future climate under the driving forces of increasing greenhouse gas emissions. The causes and effects of global warming: the enhanced or anthropogenic greenhouse effect and climate feedbacks. The course covers the effect of warming of the Arctic the thawing of the permafrost and its impact on urban areas and on industry.

The second half of the course will explore the controversial topic of anthropogenic versus natural components of global warming, including global emissions of carbon dioxide, methane, ozone, nitrous oxides. Other pollutants (aerosols) will be discussed as contributors to the countering effect known as global dimming.

Scientific evidence of climate change in the last millennium (tree rings, ice cores, lake sediments, borehole heat flow, documentary, and other proxy measures) and in the last century will be thoroughly discussed. The course ends with climate policy in general and the Kyoto protocol in particular, examining its strengths and weaknesses, and the political and environmental factors influencing the current state of climate policy in the world.

Textbook: Houghton, J. (2004). *Global Warming*. Cambridge U. Press.

Recommended reading: Cox, J. (2005). *Climate Crash*. J. Henry Press.

Academic schedule

The beginning of the course will take place at the University of Alaska, first at Fairbanks (UAF) and then at Anchorage (UAA), with 30 classroom hours (20 hours in UAF) in which the theoretical classroom understanding of global warming will be taught as the foundation for the field visits. We will then travel around the southern half of Alaska to visit the most dramatic visible manifestations of global warming, which are detailed in Appendix 2. These field trips will account for 30-35 hours of course time.

Course requirements and Assessment

Class Participation (essential).....	20%
5-6 short essays, 2 pages each.....	30%
Term Project Presentation and newspaper article:	30%
Exam:	20%

Term Project: The aim of this project will be to mobilize education and action in students’ home communities. Students will create a presentation for a high school audience explaining the scientific and political situation surrounding the topic of global warming, including graphs, evidence from multiple sources, and evidence from the field sites visited during the course. Students will also write a newspaper article for their local news-paper relating what they have learned on their trip to global warming with the aim of presenting global warming from a personal experience. Projects will be graded on scientific accuracy, presentation, and creativity. Students will be encouraged to present their work in their home communities, and submit their article to local newspaper. In addition to the team effort, each student will write a report on his/her participation in the project and will present this to the group, so this work is equivalent to an additional essay.

Presentation: 15% Newspaper article: 15%

b. Energy Resources: The Science and the Policy

HNRS 351

4 undergraduate credits

Connections: Connections: The North Atlantic World (NA), Global Issues (GL), Experiential Education (EE)

Course summary

This course begins with the history of energy use, its evolution and the scientific and technological discoveries that propel societal evolution. The geography, geology and geopolitics of the world’s energy resources (including water) will be thoroughly discussed. The historical perspective will explore the primitive uses of energy through the industrial revolution and its profound significance in the creation of wealth. The discussion will then move into the main ideas of how energy conservation, energy efficiency and wise energy use are all integral components of solving the crises that the world is facing. The best-known example of how to do this is found in Iceland. Through examples found throughout our exploration of the country the students will become acquainted, first hand, with the uses of hydroelectric, tidal, solar and geothermal energies.

Renewable energy will be the basis for discussion for the rest of the course, which at this time will emphasize the huge price of inaction and the urgency of decisive measures. Included in the discussion will be research on the possibilities of actions that individuals, governments, NGOs, international organizations and individuals can contribute. Detailed discussions will deal with North Carolina, and what we learn from our experience that will benefit our state and the United States.

Textbooks:

Readings will be assigned from the following textbooks:

Wolfson, Richard. (2008). Energy Environment and Climate. W.W. Norton
 Kruger, P. (2006). Alternative Energy Resources. J. Wiley & Sons. Pub.
 Deffeyes, K. (2005). Beyond Oil. Hill & Wang Pubs.

Academic Schedule

This course will be held at the University of Iceland, Department of Geological Sciences. Initially there will be a two-day orientation session to explore the city of Reykjavik and the geography of Iceland. The two days will include side trips to Reykjavik’s center, port and surrounding areas using the local mass transport. The tour of the golden triangle will acquaint students with the general geology of the place and the sources of its hydrological and geothermal energy resources. Classes outlining the basics of renewable energy technologies will be taught in the first week in Reykjavik, totaling 15 hours. The rest of the trip will be spent visiting various sites around Iceland where renewable energy technology is being researched or utilized. A total of 60 contact hours is programmed for this course.

Course requirements and Assessment

- Class participation (a vital part of this Burch Seminar)20%
- Term Paper..... 50%

Choose a player in Iceland’s goal of renewable energy independence (industry, government, NGO, other) and outline their role in achieving that goal. Demonstrate an understanding in the benefits and criticisms of their actions and policies, and how similar actions can be taken in other areas of the world. This paper should be 12-15 pages in length, and you can use references from the web, textbooks, etc. Papers will be due ten days after the end of the program.

- Final Exam (comprehensive).....30%

I. PROGRAM LOGISTICS

a. Program Affiliations

The program will be affiliated with the University of Alaska at Fairbanks (UAF) and at Anchorage (UAA), as well as with the University of Iceland’s Department of Geological Sciences. The program will use classroom space, and housing at these institutions. Students will also be able to use libraries and other campus facilities.

b. Transportation

Students will fly to Fairbanks Alaska, where they will stay for the first two weeks of the program. The program will rent a bus to transport the group to Anchorage, which is about 6 hours south of Fairbanks. The group will stop at Denali National Park, between Fairbanks and Anchorage, for a weekend excursion. Transportation to excursion sites outside of Anchorage will also be by bus.

Students will fly from Anchorage to Reykjavík. Airport pick-ups will be arranged through the University of Iceland. Transport to all excursion sites in Iceland will be by bus. Road conditions in Iceland are excellent.

c. Safety

Iceland is a highly developed country, with low crime rates. In Reykjavík, students should take the same precaution they would take while traveling in major cities in the US. Potential safety risks in Iceland include environmental risk such as crevasses in glaciers. However, students will always be accompanied by professional guides in such environments and will not be permitted to hike the Vatnajökull and other glaciers during the program.

d. Medical Care

Fairbanks, Anchorage, and Iceland have modern health-care facilities and hospitals and no vaccinations are required to travel there. Although the group will travel to other parts of Iceland for excursions, Reykjavík and other cities with medical facilities are easily accessible from any part of the country.

e. Graduate assistant

The program will employ one graduate student assistant, who has a research interest in this field and, if possible, travel experience in Iceland or the Arctic.

II. Eligibility and Enrollment

The program aims to enroll 12-16 undergraduate students with at least sophomore status and a GPA of 3.0 or higher. No prerequisites are required but GEOL/ENST 213 is strongly recommended.

V. Faculty Director

Dr. José A. Rial

Professor of Geological and Environmental Sciences

Email: jar@email.unc.edu

Phone: 919-966-4553

At UNC I teach two First Year Seminars that deal with the two major global crises this Burch Seminar is about: Energy Resources for a Hungry Planet (GEOL 076) and Global Climate Change: the science and the history (GEOL 073). I teach a graduate course on Climate Modeling (GEOL 861/ENST490).

My research is international in approach and global in scope, and fully consistent with the proposed Burch Seminar. I have worked in the Arctic and neighboring regions since 2004. Funded by the US Department of Energy and ISOR (Icelandic GeoSurvey), I do seismic research work for the Icelandic geothermal energy industry and the Icelandic geological survey. In Iceland's Krafla and Hengill geothermal fields I have taught students from UNC and Duke both the theory and practice of seismic imaging and geothermal reservoir geology. I have been funded by US Department of Energy for the last twelve years to do research work in renewable energies, focusing on the largest geothermal fields in the country, The Geysers and Coso (CA). With funds from NSF I am currently researching abrupt climate change, using advanced climate models to understand the climatic history of the planet encased in the ice cores recovered from Greenland and Antarctica.

In Greenland I have been involved in glaciological exploration of the ice sheet since 2006, funded by NSF, NOAA and NASA. I study the dynamic response of the ice sheet to the increasing warming of the Arctic. In the field I make students keenly aware of the importance of global warming as a driver of fundamental changes in the earth's climate. My research in Greenland has been chronicled in the national and international media and the Internet.

I am an elected Fellow of the American Association for the Advance of Science (AAAS), and over the last 25 years have consulted for the Venezuelan oil industry, for the US Army Corps of Engineers, Lawrence Livermore National Laboratory, the State of North Carolina (Climate change), Weidlinger Associates (Palo Alto, CA; engineering, energy resources), and most recently for AltaRock Energy Inc. (Seattle, WA; renewable energy).

INLS 101 Foundations of Information Science (3 hours)

Rationale

INLS 200 is currently the entry level course for undergraduate student. While it serves a lot of students, only a small percentage declare the major. Furthermore, its content does not really introduce all aspects of information science. Our goal in creating this course is to provide a better overview of information science and to recruit more people into the major. This course is a candidate for the social science requirements that all UNC students must complete.

Description

Examines the evolution of information science; information representation, organization and management; information in social organization; search and retrieval; human information seeking and interaction; policy, ethics and scholarly communications.

Course Outline

- Evolution of Information Science
- What is information?
- Information Representation
- Information Organization
- Information and Social Organizations
- Data Management
- Search and Retrieval
- Information Seeking Needs and Behaviors
- Human-Computer-Information Interaction
- Information Policy and Ethics
- Scholarly Communications, Bibliometrics and Citation Analysis
- Evolution of Information Science (Again)

Recommendations

- *Research Day* where a small number of faculty present current research projects to get students interested in doing research
- *Career Day* where different career paths are presented
- *Information Professional Day* where a small number of professional discuss information science at work in their jobs

Structure of Course

We recommend the course meet 3 times a week, with 1 meeting (last meeting of the week) as a lab-based recitation where the focus is on application of the concepts learned during the lecture.

Assignments

Mid-term, final exam and homework totaling 10 pages of written work.

4/6/2009 9:46 AM

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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):

[CC Descriptions](#)

TransactionID: 27764 Addition

	OLD	NEW
Course ID:	ISP235	ISP235
Effective Term:		Spring 2009
Title(Long):		Journalism Exchange at Navarra
Title(Abbv.):		Exchange at Navarra
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Variable (1 - 32 hours)
Credit Repeatable:		Not repeatable within term - 18 hours
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Required preparation, three semesters of college-level Spanish and two journalism classes. Journalism study abroad program at the University of Navarra in Pamplona, Spain.
Justification:	New Study Abroad Program	
GenEd:		Connection: Study abroad
Course Details:	http://studyabroad.unc.edu	
Grading Info:		Pass
Reading Assignments:	Variable	

[Print](#) [Close Window](#)

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):

[CC Descriptions](#)



TransactionID: 27755 **Addition**

	OLD	NEW
Course ID:	ISP528	ISP528
Effective Term:		Spring 2009
Title(Long):		UNC-EP Uruguay
Title(Abbv.):		Study in Uruguay
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Variable (1 - 18 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		Pass/Fail
Additional Components:		
Restrictions:		
Description:		Study abroad program in Uruguay through UNC-EP, University of North Carolina (System) Exchange.
Justification:	New study abroad program.	
GenEd:		Connection: Study abroad
Course Details:	http://studyabroad.unc.edu	
Grading Info:		Pass
Reading Assignments:	Variable	

[Print](#) [Close Window](#)

ITAL 370 Masterpieces of Italian Literature and Culture I: This course introduces students to the world of Dante, Petrarch, Boccaccio, the Humanists, and the major authors of the 16th century, such as Ariosto, Machiavelli and Castiglione, situated within the context of medieval and early modern Europe.

Instructor: Dino S. Cervigni or Ennio I. Rao

Requirements:

Course Requirements:

1. Class attendance is mandatory. For each unjustified absence the student is penalized progressively. Three instances of tardiness constitute an absence. If you are tardy, it is your responsibility to inform the instructor after class. If you fail to do so, your tardiness is considered an absence. Inform instructor of any absence ahead of time, as far as possible, and present pertinent evidence to instructor for any absence you consider justified.

2. Class participation is a component of the course grade.

3. Brief unannounced quizzes on class assignment will be given occasionally.

4. Three essays:

Each essay should be about 850 words (word count to be provided by student), typewritten with double space and ample margins.

Each essay should contain at least two explanatory footnotes or endnotes and the list of works cited according to the style of the Modern Language Association (*MLA Handbook for Writers of Research Papers*).

(Please keep a copy of all your written assignments on computer until the end of the semester.)

4. Final exam: The instructor will choose before the end of the semester one of the two following types of final exam:

A) 10 essay questions (each to be answered with about 250 words) drawn from a list of topics discussed in class and assigned by the professor during the last week of classes.

B) 5 essay questions drawn from a list of topics discussed in class and assigned by the professor during the last week of classes; on the day of the exam, the professor will choose 3 essay questions; the student will write an essay on two of them with about 500 words for each of them.

Important Note

Apply yourself diligently since the beginning of the semester, read carefully all assigned readings, and generously seek to go beyond the required assignments. You are encouraged to discuss class readings with your fellow students and your professors.

BE READY TO SIGN EVERY WRITTEN ASSIGNMENT WITH YOUR PLEDGE OF HONOR.

Writing is a very demanding task: it requires reading the primary sources very carefully, reflecting on the proposed topic, investigating some critical literature, and working on your essay at different times in order to compose a well conceived and carefully written paper.

An essay is an intellectual property. It is the duty of all writers to acknowledge the sources of their ideas, exact quotations, and words and phrases essential for their arguments they have borrowed from others. Writers are allowed to paraphrase important statements. In all the instances just mentioned, all writers must recognize the origin of their borrowings, typically within parentheses right after their borrowings or at the end of the sentence, and list the works cited at the end of the essay under the general list of works cited.

Quoting properly is the hallmark of a diligent and effective writer and student; acknowledging the sources of all quotations and borrowings is the virtue of the honest writer and student.

Textbooks:

1. Translation of Dante's *Vita nuova* and selections from the *Divine Comedy* to be provided electronically by instructor:

<http://www.italianstudies.org/comedy/index.htm>

2. Francis Petrarch. *The Canzoniere: Rerum Vulgarium Fragmenta*. Trans. into verse with notes and commentary by Mark Musa. Introd. Mark Musa with Barbara Manfredi. Bloomington: Indiana UP, 1996.

3. Giovanni Boccaccio. *The Decameron*. Transl. Mark Musa and Peter Bondanella. New York: A Mentor Book; New American Library, 1982.

4. *The Italian Renaissance Reader*. Trans. Peter and Julia Bondanella. New York: New American Library, c1989.

5. Ludovico Ariosto. *Orlando furioso*. Transl. Guido Waldman. London & New York: Oxford UP, 1974.

6. *Coursepack*.

Background Reading:

Students are encouraged to familiarize themselves with the following three volumes:

Cervigni, Dino S., ed. *Petrarch and the European Lyric Tradition*. Vol. 22 (2004) of *Annali d'italianistica*.

Ricardo J. Quinones. *Dante Alighieri*. New York: Twayne: Prentice Hall International, 1998.

Wallace, David. *Giovanni Boccaccio: Decameron*. Cambridge: Cambridge UP, 1993.

Lesson 1: The world of Dante (1265-1321), Petrarch (1304-74), and Boccaccio (1313-75)

Introduction: From a Christian view of the world and human life to a more secular view.

Dante Alighieri (1265-1321): At the pinnacle of medieval Christianity and culture

Readings: *New Life*, pages 1-30

Background readings on Dante:

Quinones, Ricardo J. *Dante Alighieri*. New York: Twayne Publishers, 1998.

Lesson 2: Dante:

Vita nuova: Complete the reading of the *New Life*
the function of the encounter with the other, the experience of the sacred, the pursuit of poetry, and the awareness of the afterlife.

Lesson 3: Dante: The *Divine Comedy*

Inferno 1-2-3: The world of Dante: Christianity and ancient culture

Lesson 4: Dante:

Inferno 4: The harrowing of Hell: Christ's presence in limbo and in hell;
the absence of Christ's name in the *Inferno*; the Pilgrim and the poets;

Inferno 5: Francesca's erotic discourse: a sinner's tale of love and the poet's rewriting of previous texts; the swooning of the protagonist.

Inferno 26: Ulysses: The foolish journey of humankind without God

Lesson 5: Dante: The ultimate experience of evil

Inferno 31-34: From the vision of the giants to Lucifer: The Pilgrim's terror

Lesson 6: Dante: purgation and heavenly vision

Purgatory 1-2; 30-31; 33; *Paradise* 33: From purification to the vision of the Trinity

FRANCIS PETRARCH (1304-74): The Christian believer vs. the secular humanist

The world of Petrarch; Petrarch's life and works. Letters to Posterity and Ascent of Mont Ventoux.

Petrarch's *Canzoniere*: the 366 poems' religious and profane content and structure

Background reading on Petrarch:

Foster, Kenelm. *Petrarch: Poet and Humanist*. Edinburgh: Edinburgh UP, 1984.

Lesson 7: The religious context (Good Friday and the sacred place) and the secular encounter (falling in love)

Poems during the Life of Laura (*in vita*): From Good Friday to Christmas: The implicit liturgical structure

RVF 1: The poet and the readers

RVF 2; *RVF* 3: The first encounter

RVF 4-5: Laura's birthplace and name

RVF 11: The origin and nature of desire;

RVF 16: The old man and life's journey

Suggested Background Readings

1. Theoretical and historical considerations. "Love Poetry." *The New Princeton Encyclopedia of Poetry and Poetics* (NPEPP) 705-13.

"Lyric Poetry." (NPEPP) 713-27; "Lyric Sequence." (NPEPP) 727-29.

Background reading:

J. Hillis Miller. "Narrative." *Critical Terms for Literary Study* (66-79).

Foster, "The *Canzoniere*: From Latin to the *volgare*" (*Petrarch* 23-48).

Judith Butler, "Desire" (*Critical Terms for Literary Study* 369-86).

Lesson 8: The myth of the laurel tree

God: religion and religiosity

Renewed encounters: the secular and the profane

RVF 60: Myth

RVF 61; 62: The sacred

RVF 63; 64; 65; 67; 75; 126: Renewed encounters with Laura?

LETTER TO POSTERITY

Background readings:

"Pathetic Fallacy" (*NPEPP* 889-90);

"Religion and Poetry" (*NPEPP* 1020-24).

Foster, "The *Canzoniere*: The Contents of the *canzoniere*" (*Petrarch* 48-63).

Foster, "The *Canzoniere*: The First Section 1-142" (*Petrarch* 63-71).

Lesson 9: Love's labyrinth; anniversaries; Laura's body

RVF 211-212: The first encounter's date and love's labyrinth

RVF 221: Anniversaries

RVF 213; 220: Laura's body

RVF 218; 225: Madonna amidst other ladies and within the universe

RVF 216; 226: The I's solitude and suffering

RVF 252-54: Forebodings of Laura's death

Background readings:

Foster, "The *Canzoniere*: The Second Session 135-263" (*Petrarch* 71-92).

Poems after the death of Laura (in morte): From Christmas to Good Friday

Lesson 10: Laura is dead: The lyric persona becomes aware of his own mortality

RVF 267; 269: The Lyric I laments Laura's death

RVF 277; 319; 320: Love for Laura's buried body; praise of Laura's soul in heaven

RVF 328; 329; 330: The I remembers the last encounter

RVF 336: The chronology of Laura's death

RVF 340: The I laments and asks Laura to come and comfort him

The lyric persona prays Laura so that he may join her: *RVF* 347; 348;

The lyric persona flies to heaven and wants to behold Laura's and God's face: *RVF* 362;
The lyric persona turns away from Laura and Love and turns to God: *RVF* 363;
364; 365;
The lyric persona's prayer to the Virgin (Laura as Medusa): *RVF* 366.
THE ASCENT OF MONT VENTOUX

Additional readings

The lyric persona hopes to be able to see Laura and God in heaven: *RVF* 349;
The lyric persona hopes to see Laura's beauty in heaven: *RVF* 350;
The lyric persona's root for salvation on earth was Laura: *RVF* 351;
The lyric persona sees Laura in dream: *RVF* 356; 359;
The lyric persona desires death, following Laura: *RVF* 357; 358;
The lyric persona accuses Love and Laura before the Court of Justice, held by
Reason: *RVF* 360.

Background readings:

Foster, "The *Canzoniere*: The Third Section: *Canzoniere* 264-366" (80-92).

**GIOVANNI BOCCACCIO (1313-75): The secular world of Boccaccio
The marginalization of the sacred and the centrality of the secular and the
profane: The *Decameron* as "the human comedy" to be juxtaposed to Dante's
Divine Comedy.**

Background reading on Boccaccio:

Wallace, David. *Giovanni Boccaccio: Decameron*. Cambridge: Cambridge UP,
1993.

Lesson 11

The world of Boccaccio; Boccaccio's life and works ("Introduction: Presenting
Giovanni Boccaccio xxi-xxx);

The Decameron (=Dec.): Author's Preface;

Lesson 12: The world upside down

Introduction: The Description of the Plague and the ten young people's encounter.

Lesson 13: Day one: The parody of wit, fortune, and sex

Stories, told under the reign of Pampinea, about topics freely chosen.

1-2: Wit and religion: a parody.

Lesson 14: Religion, Fortune, and love: a parody

Tales 3; 4; 10: Conclusion of Day One.

Lesson 15: Day two: Humans at the mercy of fortune

Stories, told under the reign of Filomena, about those who attained a state of
unexpected happiness after going through several trials.

Beginning of Day Two; Tales 1; 2; 5; Conclusion of Day Two.

Lesson 16: Day three: Humans and their industriousness

Stories, told under the reign of Neifile, about people who, having much desired something, attained their desire with their industriousness, or they recovered something previously lost.

Beginning of Day Three; Tales 1; 9; 10; Conclusion of Day Three.

Lesson 17: Day four: Tragic love

Stories, told under the reign of Filostrato, about those whose loves had a disastrous end.

Beginning of Day 4; Tales 1; 2; 3; Conclusion of Day 4.

Lesson 18: Day five: Trials of love, happy ending, and contractual matrimony

Stories, told under the rule of Fiammetta, about good fortune befalling lovers after many dire or disastrous happenings.

Beginning of Day 5; Tales 8; 9; 10; Conclusion of Day 5.

Lesson 19: Day 6: Humans and their deceptive words

Stories, told under the reign of Elisa, about people who, by some quick answers, have repulsed an attack, or by some ready retort or device have avoided loss, peril or scorn.

Beginning of Day 6; Tales 4; 7; 10; Conclusion of Day 6.

Lesson 20: Day seven: Women and their deceptions

Stories, told under the reign of Dioneo, about the tricks which, either for love or for their safety, ladies have played their husbands, whether or not the ladies were detected by their husbands.

Beginning of Day 7; Tales 1; 4; 9; Conclusion of Day 7.

Lesson 21: Day eight: Women and men and everybody's deceptions

Stories, told under the reign of Lauretta, about tricks that, daily, woman plays to man, or man to woman, or one man to another.

Beginning of Day 8; Tales 1; 2; 3; Conclusion of Day 8.

Lesson 22: Day nine: Wit, fortune, and love: the summary of all parodies

Stories, told under the reign of Emilia, about topics chosen freely, at the discretion of each narrator.

Beginning of Day 9; Tales 1; 5; 10; Conclusion of Day 9.

Lesson 23: Day ten: The re-creation of a new, more humane world outside (albeit not against) Christianity

Tales 1-2-3: Liberality and magnificence vanquish fortune.

Stories, told under the reign of Panfilo, about matters of love, or other matters, performed with liberality or magnificence.

Beginning of Day 10; Tales 1; 2; 3

Lesson 24: Liberality and magnificence conquer erotic passion

Tales 4; 5; 6

Lesson 25: The glorification of the courtly ideals and of friendship

Tales 7; 8; 9.

Lesson 26: The permanence of violence in human affairs and the victory of patience over violence: The patient Griselda (The Clerk's Tale in Chaucer)

10:10

Lesson 27

Conclusion of Day 10: The return to Florence; Conclusion of the Author.

Lesson 28

Humanism: *Reader*: Alberti, Pico and Leonardo da Vinci Selections. *Coursepack*.

Lesson 29

Castiglione, *The Courtier* (202-236)

Lesson 30

Castiglione (237-251)

Lesson 31

Introduction to Machiavelli. *Coursepack*.

Lesson 32

Machiavelli, *The Prince* (260-278)

Lesson 33

Machiavelli (278-293)

Lesson 34

Introduction to Ariosto. *Coursepack*.

Lesson 35

Ariosto, *Orlando Furioso* (1-20, 30-36)

Lesson 36

Ariosto (52-64, 70-72, 73-76)

Lesson 37

Ariosto (78-91, 91-92, 92-96, 103-111)

Lesson 38

Ariosto (123, 126-132, 133-135)

Lesson 39

Ariosto (140-144, 146-148, 194-198, 211-221)

Lesson 40

Ariosto (273-274, 277-284)

Lesson 41

Ariosto (334-361, 407-425)

Lesson 42

Ariosto (469-472, 500-525)

Lesson 43

Review

Selected Bibliography

Selected Bibliography on Dante

Barolini, Teodolinda. *Dante's Poets: Textuality and Truth in the Comedy*.
Princeton: Princeton UP, 1984.

- _____. *The Undivine Comedy: Detheologizing Dante*. Princeton: Princeton UP, 1992.
- Boyde, Patrick. *Dante's Style in His Lyric Poetry*. Cambridge: Cambridge UP, 1971.
- Cervigni Dino S., *Dante's Lucifer: The Denial of the Word*, "Lectura Dantis. A Forum for Dante Research and Interpretation", 3 (1987), 51-62.
- _____, *Dante's Poetry of Dreams*, Firenze, Olschki, 1986.
- Charity, A. C. *Events and Their Afterlife: The Dialectics of Christian Typology in the Bible and Dante*. Cambridge: Cambridge UP, 1966.
- Davis, Charles T. *Dante and the Idea of Rome*. Oxford: Clarendon P, 1957.
- _____. "Dante's Vision of History." *Dante Studies* 93 (1975): 143-60.
- Morrall, J. B. *Political Thought in Medieval Times*. Toronto: U of Toronto P, 1980 (rpt. 1958).
- Quinones, Ricardo J. *Dante Alighieri*. New York: Twayne Publishers, 1998.
- Raffa, Guy P. *Divine Dialectic. Dante's Incarnational Dialectic*. Toronto: U of Toronto P, 2000.
- Singleton Charles S. "Dante's Allegory." In *American Critical Essays on the Divine Comedy*. Ed. R. J. Clements. New York: New York UP, 1967. 91-103.
- _____. *An Essay on the Vita nuova*, Cambridge, Harvard UP, 1944; rpt. Baltimore, Johns Hopkins UP, 1977.
- _____. "In Exitu Israel de Aegypto." In *Dante: A Collection of Critical Essays* 102-21.

Encyclopedias

- The Dante Encyclopedia*. Ed. Richard Lansing. New York: Garland, 2000.
- Enciclopedia dantesca*. 6 vols. Roma: Istituto della enciclopedia italiana fondata da Giovanni Treccani, 1970-78.
- Paget, Toynee. *A Dictionary of Proper Names and Notable Matters in the Works of Dante*. Ed. Charles S. Singleton. Oxford: Clarendon P, 1968. (Or. ed. 1898)

Websites

- <http://danteworlds.lamc.utexas.edu> [on Dante's *Inferno*; very useful for undergraduates]
- <http://www.danteonline.it> [in Italian; very useful]
- <http://www.brandeis.edu/library/dante/> [bibliography of the Dante Society of America]
- <http://www.mediasoft.it/dante/index.html> [with images]
- <http://www.italianstudies.org/comedy/index.htm>
- Dante's Inferno with the illustrations by Doré:**
<http://www.dinecomedy.org/english/inferno.htm>

www.superdante.it

Opera omnia of Dante:

<http://www.multiskill.it/dante/danteframe.html>

The original text of the *Divina Comedia*, critical text by G. Petrocchi, is available at the following:

(Società dantesca italiana: the most comprehensive site on Dante)

<http://www.danteonline.it>

This site includes notes:

<http://www.mediasoft.it/dante/>

You may listen to the entire *Inferno* (in the original language) at the following:

<http://www.italica.rai.it/rubriche/multimedia/divinacommedia/divinacommedia.htm>

Excellent site for Medieval studies:

http://members.aol.com/lieberk/welc_fr.html [through this site one can access the Dartmouth Dante Project: an online site containing virtually all Dante commentaries]

Petrarch

Bernardo, Aldo S. *Petrarch, Laura, and the Triumphs*. Albany: SUNY P, 1974.

_____. *Petrarch, Scipio and the "Africa": The Birth of Humanism's Dream*. Baltimore: Johns Hopkins UP, 1962.

Bishop, Morris. *Petrarch and His World*. Bloomington: Indiana UP, 1963 (1983). [Not always reliable; contains some translations of Petrarch's works, and a short version of the *Secretum*]

Cervigni, Dino S. *Petrarch and the European Lyric Tradition*. Vol. 22. *Annali d'italianistica*. Chapel Hill, NC: Annali d'italianistica, 2004.

_____. "The Petrarchan Lover's Non-Dialogic and Dialogic Discourse: An Augustinian Semiotic Approach to Petrarch's *Rerum vulgarium fragmenta*." *Annali d'Italianistica* 22 (2004): 105-34.

D'Amico, Jack. *Petrarch in England: An Anthology of Parallel Texts from Wyatt to Milton*. Ed. and introd. Jack D'Amico. Ravenna: Longo, 1979.

Foster, Kenelm. *Petrarch: Poet and Humanist*. Edinburgh: Edinburgh UP, 1984.

Freccero, John. "The Fig Tree and the Laurel: Petrarch's Poetics." *Diacritics* (Spring 1976): 34-40.

Frye, Northrop. *The Great Code: The Bible and Literature*. New York: Harcourt Brace Jovanovich, 1982.

_____. *Words with Power: Being a Second Study of "The Bible as Literature."* New York: Harcourt Brace Jovanovich, 1990.

Holmes, Olivia. *Assembling the Lyric Self: Authorship from Troubadour Song to Italian Poetry Book*. Minneapolis: U of Minnesota P, 2000.

Kennedy, William J. *Authorizing Petrarch*. Ithaca: Cornell UP, 1994.

- Moore, Mary B. *Desiring Voices: Women Sonneteers and Petrarchism*. Carbondale: Southern Illinois UP, 2000.
- The New Princeton Encyclopedia of Poetry and Poetics*. Ed. Alex Preminger and T.V.F. Brogan. Princeton: Princeton UP, 1993.
- Rao, Ennio I. *Curmudgeons in High Dudgeon*. Messina: EDAS, 2007.
- Reiss, Timothy J. *Mirages of the Self. Patterns of Personhood in Ancient and Early Modern Europe*. Stanford: Stanford UP, 2003.
- Sturm-Maddox, Sara. *Petrarch's Metamorphoses: Text and Subtext in the Rime sparse*. Columbia: U of Missouri P, 1985.
- Taylor, Charles. *Sources of the Self. The Making of the Modern Identity*. Cambridge: Harvard UP, 1989.
- The Voice of the Trobairitz: Perspectives on the Women Troubadours*. Ed. William D. Paden. Philadelphia: U of Pennsylvania P, 1989.
- Waller, Marguerite R. *Petrarch's Poetics and Literary History*. U of Massachusetts P, 1980.
- Wilkins, Ernest Hatch. *Life of Petrarch*. Chicago: Chicago UP, 1961.
[Fundamental biography]
- _____. *The Making of the Canzoniere and Other Petrarchan Studies*. Roma: Edizioni di Storia e Letteratura, 1966.
- _____. *Studies in the Life and Works of Petrarch*. Cambridge: 1955.

Websites

<http://petrarch.petersadlon.com/> [It contains It. text and Engl. Translation of *Canzoniere*, *Trionfi*, and many other texts.]

<http://darkwing.uoregon.edu/~rbear/petrarch1.html>

The Visions of Petrarch by Edmund Spenser

[Selections from Petrarch's Correspondence](#)

The Petrarchan Grotto: contains many works by Petrarch

<http://italian.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fpetrarch.fr.eeservers.com%2F>

<http://www-rohan.sdsu.edu/~amtower/SECRET.HTM>

Secretum in English.

Boccaccio

Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. Transl. Willard Trask. Princeton: Princeton UP, 1953.

Boccaccio Giovanni, *Boccaccio on Poetry: Being the Preface and the Fourteenth and Fifteenth Books of Boccaccio's Genealogia Deorum Gentilium*, transl., introd, comm. Charles G. Osgood, Princeton UP, 1956.

Branca, Vittore. *Boccaccio: The Man and His Works*. New York: New York UP, 1976.

Bryan, W. F., and Germaine Dempster. *Sources and Analogues of Chaucer's Canterbury Tales*. New York: The Humanities Press, 1958.

Ferrante, Joan. "The Frame Characters of the Decameron. A Progression of Virtues." *Romance Philology* 19.2 (1965): 212-26.

- Hollander, Robert. *Boccaccio's Two Venuses*. New York: Columbia UP, 1977.
- Marcus, Millicent J. *An Allegory of Form: Literary Self-Consciousness in the Decameron*. Saratoga, CA: Anma Libri, 1979.
- Marino, Lucia. *The Decameron Cornice: Allusion, Allegory and Iconology*. Ravenna: Longo, 1979.
- Mazzotta, Giuseppe. *The World at Play in Boccaccio's Decameron*. Princeton: Princeton UP, 1986.
- Ó Cuilleanáin, Cormac. *Religion and the Clergy in Boccaccio's Decameron*. Roma: Edizioni di Storia e Letteratura, 1984.
- Potter, Joy Hambuecher, *Five Frames for the Decameron: Communication and Social Systems in the Cornice*: Princeton: Princeton UP, 1982.
- Scaglione Aldo S. *Nature and Love in the Late Middle Ages*. Berkeley: U of California P, 1963.
- Wallace, David. *Giovanni Boccaccio: Decameron*. Cambridge: Cambridge UP, 1993.

Internet sites:

http://www.brown.edu/Departments/Italian_Studies/projects.html

To study rhetorical figures:

<http://humanities.byu.edu:16080/rhetoric/>

NUTR 295: Mentored Research

The Department of Nutrition provides an opportunity for BSPH students to participate in research with a faculty mentor. This research activity is inherently experiential and the goal is to enhance students' general education and also to help them decide whether a research career is something they might pursue in the future, all BSPH nutrition students are encouraged to get involved in nutrition research. Upon admission, students would register for NUTR 295 or NUTR 692H Honors under a specific faculty member section number. Each student completes a total of 12-credit hours over their junior/senior year.

Through this coursework, the Department of Nutrition provides an opportunity for Honors study for qualified students. To be eligible for admission to the Honors program, students must have, at a minimum, a cumulative grade point average (GPA) of 3.2 at the beginning of fall semester of their junior year and again during spring semester of their senior year before registering for NUTR 692H. If GPA is below 3.2 at this time, they will not be eligible to complete the honors thesis and be awarded the distinction of "honors" or "highest honors". Students are required to carry out a research project and prepare a thesis on their work. Students work directly with an honors thesis advisor on this research project. Students are responsible for seeking an appropriate honors thesis advisor and obtaining permission to complete research with that faculty member, by registering for credit hours with their honors thesis advisor. Under the direction of nutrition faculty mentors, approximately 10 seniors each year engage in programs of original research as part of a senior Honors thesis. Completion of an undergraduate Honors thesis provides students with invaluable experience applicable to any field.

The types of projects that students work on fall under faculty research, through the Department of Nutrition three divisions: Nutritional Biochemistry, Nutritional Epidemiology, and Nutrition Intervention and Policy. In the Biochemistry division, it is clear that only through in-depth, hands-on biochemical study can students achieve the sophistication indispensable to future work on major nutritionally-linked organic disorders such as cardiovascular disease, osteoporosis, obesity, diabetes, and cancer. In the Nutrition Epidemiology division, only through hands-on work with a faculty member engaged in research can the student participate in the integration of biological and social science approaches to problems related to diet and health, longitudinal research techniques, diet and physical activity methodology, anthropometry, measurement error technique, and a wide range of applications of skills to all phases of the life cycle. In the Intervention and Policy division, it is clear that only through the hands-on and community-based work with a faculty member, can students fully learn about the

evaluation of nutrition intervention programs and policies to promote health and prevent disease among individuals and communities through dietary change.

Metaphysics 330

Spring 2009 UNC-Chapel Hill
9:30-10:45AM TR
Caldwell 105

Instructor: Thomas
Hofweber hofweber@unc.edu
Office: 109C Caldwell Hall, (84)3-4501
Office hours: TBA

This course is a survey of a number of debates in contemporary metaphysics. It is intended for advanced undergraduate or beginning graduate students in philosophy. Some background in philosophy is thus required.

We will stick to a recent anthology that collects a number of classic contemporary essays on a variety of different topics in metaphysics:

Jaegwon Kim and Ernest Sosa (eds.) *Metaphysics: an anthology*, Blackwell 1999.

Copies should be available at UNC Student Stores. This is the only book you will have to buy. Other material will be handed out in class. We will usually focus on one paper per meeting.

Requirements: Evaluation is based on class participation, 2 midsize papers (with a total of at least 10 pages in length) and a final exam. The papers will be on a topic of your choice, closely related to the readings and class discussion. They should be about 10 pages long and contain a contribution to the debate we have in class, which will be based on the reading. One of the papers is due no later than Feb 15, the other is due by the end of the semester. The final exam will ask questions related to the readings and class discussion, and should be easy for anyone who did the reading and attended the discussions. Each paper and the exam count about equal.

Syllabus

I. Existence Jan9 -18

- Quine: On what there is(TJan9)
- Carnap: Empiricism, semantics and ontology(ThJan11)
- Parsons: Referring to nonexistent objects(TJan16)
- Hofweber: Quantification and Non-Existent Objects(ThJan18)

II. Identity Jan23 -Feb1

- Black: The identity of in discernible (TJan23) Background reading for the identity section: Plantinga a: Basic concepts and distinctions
- Kripke: Identity and necessity (Th Jan25)
- Perry: The same F(TJan30)
- Gibbard: Contingent identity(Th Feb 1) Bonus reading: Yablo: Identity, essence and in discernibility

III. Modalities, Possible Worlds Feb6 -15

- Chisholm: Identity through possible worlds(TFeb6)
Background: Plantinga: Basic concepts and distinctions
- Lewis: Counterparts or double lives? (Th Feb 8)
- Adams: Primitive thisness and primitive identity(TFeb13)
- Armstrong: The nature of possibility(ThFeb15)

First paper due in class!

IV. Universals, Properties, Kinds Feb20 -22

- Armstrong: Universals as attributes(TFeb20)
- Lewis: New work for a theory of universals(ThFeb22)

Spring break: Feb24 -Mar5

V. Causation Mar6 -15

- Mackie: Causes and conditions(TMar6)
- Davidson: Causal relations(ThMar8)
- Lewis: Causation(TMar13)
- Godfrey-Smith and Hofweber: Minimalist theories of causation (Th Mar 15)

VI. Emergence, Reduction, Supervenience Mar20 -22

- Fodor: Special sciences(TMar20)
- Kim: Multiple realization and the metaphysics of reduction(Th Mar 22)

American Philosophical Association Meeting: No class Th Mar 29. Possibly no class also T Mar 27. (Details tba).

VII. Realism / Antirealism

- Dummett: Realism(TApr3)
- Alston: Yes, Virginia, there is a real world(ThApr5)
- Blackburn: Morals and modals(TApr10)
- Wright: Realism, antirealism, irrealism, quasi-realism(ThApr12)

Second paper due in class!

Final exam at the dedicated time and place

Syllabus for Philosophy 335

Theory of Knowledge

Fall 2008

Classroom: Caldwell 103

Class Hours: Tuesday and Thursday, 12:30 – 1:45 PM

Professor: Ram Neta

Office: Caldwell 215C

Office Hours: Tuesday and Thursday, 11:30 AM – 12:30 PM

Office Phone: 919-962-3314

Email addresses:

ramneta@yahoo.com

dusan.makavejev@gmail.com

neta@email.unc.edu

Course Description: What's the difference between knowing something, and just believing it? In this course, we will try to figure out the answer to this question. In the process of doing that, we will also examine a bunch of other related issues, like: what makes it reasonable for someone to believe something? What makes some beliefs more reasonable than others? What sorts of things are good reasons for believing what?

Textbook: Keith Lehrer, *Theory of Knowledge* (Second Edition). Boulder, CO: Westview Press, 2000. (Copies available in the textbook section of the UNC Student Stores.)

Assigned Work: 3 in-class essay exams, 3 pages each (each worth 15% of the semester grade)
1 final exam (worth 25% of the semester grade)
1 10 – 12 page term paper (worth 25% of the semester grade)
Attendance and participation (worth 5% of the semester grade)

Classes:

Tuesday, August 19 – Introduction: what is epistemology?

For next time, read: *Theory of Knowledge*, pages 1 – 11

Thursday, August 21 – What is knowledge?

Read: 11 – 21

Tuesday, August 26 – The analysis of knowledge

Read: 25 – 32

Thursday, August 28 – Truth and acceptance

Read: 32 – 43

Tuesday, September 2 – Knowledge, belief, and acceptance

Read: 45 – 58

Thursday, September 4 – Foundations

Read: 59 – 68

Tuesday, September 9 – Can we find infallible foundations?

Thursday, September 11 – Review for first exam

Tuesday, September 16 – First in-class exam (worth 15% of your grade)

Read: 71 – 83

Thursday, September 18 – Can we find fallible foundations?

Read: 83 – 95
Tuesday, September 23 – Probability and justification
Read: 97 – 108
Thursday, September 25 – Coherence and justification

Read: 108 – 121
Tuesday, September 30 – Coherence and explanation
Thursday, October 2 – Review for second exam

Tuesday, October 7 – Second in-class exam (worth 15% of your grade)
Read: 123 – 136
Thursday, October 9 – Personal justification

Read: 136 – 147
Tuesday, October 14 – The virtuous loop of reason
Thursday, October 16 – FALL BREAK (no class)

Read: 151 – 163
Tuesday, October 21 – Undefeated justification
Read: 163 – 174
Thursday, October 23 – Knowledge as undefeated justified acceptance

Tuesday, October 28 – Review for third exam
Thursday, October 30 – Third in-class exam (worth 15% of your grade)

Tuesday, November 4 – Debriefing for third in-class exam
Read: 177 – 185
Thursday, November 6 – Naturalism

Read: 185 – 193
Tuesday, November 11 – Externalism and reliability
Read: 193 – 203
Thursday, November 13 – The truth in foundationalism and in externalism

Read: 205 – 214
Tuesday, November 18 – Skepticism
Read: 214 – 222
Thursday, November 20 – Closure and context

Read: 222 – 230
Tuesday, November 25 – Trusting yourself
Thursday, November 27 – THANKSGIVING (no class)

Tuesday, December 2 – Conclusion.; Term paper due: worth 25% of your grade

Friday, December 12, Noon – Final Exam in Caldwell 103: worth 25% of your grade; attendance at exam required for course credit

Spring 2009, Phys 482 L - Senior project

Syllabus

Introduction Meeting - January 16th 4 p.m. in room 258

Project proposal – One page write up –January 26th 8 a.m.

Mid –Term - Project Update,

Meeting: March 20 at 4 p.m.

Progress presentation: 5 min per student

Project write up – include important results and final expectation – at least 3 pages

Final project presentation and write up

Presentation: Friday, April 24 from 2 to 6 p.m. – 20 minutes per student

Final write up (at least 6 pages): – Monday, April 27 (before 5 p.m.)

Mentor's expectation-

Time commitments– 6 hrs. /week

Independent research

Good understanding of your project

Extra credit if presented in University Undergraduate Research symposium

(http://www.unc.edu/depts/our/symposia/symposia_cur.html)

Grading

Abstract Write up – 10 %

Mid Term – Update and report – 20 %

Final Presentation and Report –50 %

Mentor's Assessment – 20 %

ENST 108/PWAD 131 --- Our Energy & Climate Crises

Course Description (Undergrad catalog)

Quantify global depletion of energy resources and accompanying environmental degradation. Students will discover the profound changes in attitudes and behavior required to adjust to diminished fossil fuels and modified climate.

Evaluation

Each of two midterms will count as 20% of the grade and the final will count as 25%. The remaining 30% of the grade will be determined by the quality of computational exercises and papers. A 10-page research paper and several small written assignments of 1-2 pages are required. The following are example topics to be addressed in assignments.

- Divide class into cartels and play the "Oil Tycoon" team game throughout the semester. It captures many decision trees, delays, and constraints of the petroleum industry.
- Use human's power performance in watts to calculate power needs of average people in advanced nations, developing nations and poor nations. Requires the scientific understanding of measures of energy and power.
- Calculate peak year of conventional oil for the world. Include the rate of discovery. Requires graphics interpretation and some statistics.
- Use peak oil framework to predict supply/demand mismatches in advanced and developing countries, e.g. China
- Map the largest oil reservoirs in the world. Understand their geologic origin. Calculate their peak oil.
- Model future conditions of global climate change. Study the consequences of energy on agriculture, water quality and water availability in the US and in the EU.
- Devise sound policies to research renewable energy for the next 10-20 years. Emphasize maximum payback for \$ spent.
- How many MW of power is potentially available in the US southwest for conversion to electricity? Estimate the total power of US geothermal reserves.
- Develop a plan similar to the EU-MENA European-North African network of renewable energy factories and electric grid for North America. Requires investigation of the total renewable capacity of North America (including a review of the geology and geophysics of natural resources) and an estimate of the cost of new DC transmission.

I — ENERGY: THE SCIENCE, THE HISTORY AND THE CRISIS

ENERGY DEFINED AND USED

- Overview: energy use = activity. Power = intensity of activity.
- Introductory definitions: work, energy, conservation of energy, energy dissipation, energy efficiency. The science of heat.
- Energy transformations: the backbone of industrial society.
- Embodied energy, and energy profit ratio.
- Dealing with thermodynamics and entropy: the inevitability of waste and clever/cheap ways to deal with it (= engineering).
- The role of coal: a brief history of the Industrial Revolution. How is electricity produced and distributed?
- Rise of the carbon-based economy and its waste stream.
- Unexpected connections: prices of raw materials, oil, water, and food.

(Class demonstration: Electricity producing steam engine, Stirling external combustion engine)

ENERGY AND ECONOMICS: OUR LIMITED RESOURCES

Warnings signs and insights through 1970s

- Scientific description of exponential growth, doubling time. Quantifying gains from conservation efforts.
- World population trends/projections and its energy requirements. A primer on population dynamics and the ecology of populations.
- History of the petroleum industry in the US: critical decisions in 1970 on oil imports.
- 1970s: the limits of growth models, results, & criticisms from economists.

(Class demonstration: Exponential, unfettered growth.)

- Quantifying world reserves of conventional fossil fuels: how big is our fuel tank?
- Technological limits: How fast can we burn it all up? Hubbert peak. Peak oil, peak gas, peak coal? Peak everything?
- The alternatives: Nuclear power. The science behind generation of electricity in nuclear power plants. The failure of nuclear power in the US vs. progress elsewhere.

THE SCIENCE BEHIND “ENERGY INDEPENDENCE”

Quantifying the challenges of adding flows to declining stocks.

- Quantifying "energy independence": deep water oil, coal, natural gas.
- Upgrading low quality fossil fuels: tar sands, oil shale, coal-to-liquid conversions. Water requirements.
- Degrading high quality fuel: natural gas-to-liquid conversions.
- Decarbonization, electrification, and the dream of hydrogen.
- Tapping terrestrial flows: geothermal, radioisotope (uranium, thorium).
- Tapping gravitational flow: tides, ocean currents.
- Tapping solar flows: sunlight, wind, biomass.

(Class demonstration: fuel cell, virtual trip in a hydrogen-powered vehicle)

Pressures since late 1990s

- The emergence of China and India as consumer societies and oil competitors: the impossibility of scaling fossil fuels.
- Case studies: the industrialization of Brazil and the fragile re-emergence of Russia.
- The ever-increasing demand for energy: electric power, transportation, industry, domestic.
- Quantifying environmental dilemmas.
- Growing popular recognition of Peak Oil

Our view today from peak oil

- Quantifying demand destruction, conservation, and fuel shifting.
- Quantifying near-term projections past peak.
- The Oil Depletion Protocol vs. the Last Man Standing
- Removing the fog: “greenwashing” vs. significant quantifiable progress

II — THE ENVIRONMENT: NATURAL CYCLES & ANTHROPOGENIC CHANGES

EARTH'S ENVIRONMENT AND CLIMATE

- The Earth's environment-Atmosphere, hydrosphere, lithosphere and cryosphere. Weather and climate.
- Global climate change. Global warming, the science and the history. The physics of the weather and climate. Natural glacial-interglacial cycles, the last ice age. Ice cores from Greenland and Antarctica.
- Climate change in the last millennium
- The greenhouse effect. The atmospheric window, climate models of energy balance.
- Evidence of global warming in sediments and ice cores. Abrupt climate change, causes and predictions.
- Global dimming and the masking of global warming.
- 4.5 billion years of global change. The geologic perspective

(Documentary: An Inconvenient Truth)

MODELING CLIMATE CHANGE

- Climate models. Energy balance and solar radiation: climate reconstructions and predictions of future climate. Toy models, EMICS and GCMs.
- A brief history of climate models, model validation, model reliability
- Class demonstration: General Circulation Models (GCMs)
- The melting of the polar caps and future sea level rise.
- Changes in weather - Hurricanes, floods, droughts
- Changes in the ocean - Upwelling and productivity changes
- Is there an environmental crisis?

(Class demonstration: General Circulation Model)

III — THROUGH THE ENERGY TRANSITION

ENERGY TECHNOLOGIES

- Transportation - Developing around fixed guide-ways rather than loop highways and expressways.
- Architecture and household energy usage, passive solar design
- Trash and energy usage -Steps to reduce waste

- Quantifying developments in renewable energies
- Quantifying developments in nuclear fission & fusion power plants
- Quantifying decarbonization of the economy. Greenhouse gas sequestration technologies
- Hydrogen as electricity as energy carriers and their use in transportation

(Virtual field trip to a modern nuclear power plant, coal-fired power plant).

ENERGY POLICY TO SUSTAIN SOCIETY

- Current US energy policy
- Externalities of our current energy systems and how to capture them
- Cap and trade vs. energy taxes
- Tax incentives vs. free market
- Resource wars, present and future.
- Geopolitics of oil: the Caspian basin and the Middle east, the Arctic National Wildlife Refuge (ANWR), South America and the new nationalism (Venezuela, Bolivia), African oil.
- Kyoto and future steps; sustainable development and the World Bank

PWAD / POLI 444 - Seminar on Terrorism
Spring 2008

Instructor: Navin Bapat, 325 Hamilton Hall, 919.962.1438, email: bapat@unc.edu.

Time and Location: TR, 8:00-9:15, 0112 Murphey Building.

Office Hours: Tuesday 10:00-12:00.

Introduction: Welcome to the study of terrorism. In this course, we will explore questions such as:

1. Why do individuals grow to hate each other to the point of using political violence?
2. Why do groups decide to use terror to achieve their political ends?
3. How do states prevent challenges to their authority from terrorist groups?
4. When do terrorist groups succeed in dissolving state authority?
5. What are the international implications of terrorism?

The attack on 9/11 in the U.S. represents the defining terrorist attack to Americans, but in most parts of the world, terrorism has long been part of politics. The structure of the course is as follows. We will begin by examining what motivates individuals to hate each other. We will then discuss how individuals organize to protect their political interests and eventually move to violent tactics, such as terrorism. We will discuss the types of tactics used by violent groups as well as the response of the state. We will then move to the study of collapsed states, where problems of terrorism have grown to very large proportions. Finally, we will discuss the international implications of political violence as well as possibilities for conflict resolution.

Though the theories of violence introduced in this course are very general and abstract, the purpose of the course is to use these theories to explain cases of terrorism and the problems terrorism causes in the real world. For us to do so, you must be familiar with current crises affecting the world and the key actors in each of these crises. **I therefore expect you to be keeping up with current events. This is required as part of the course.** Quick news sources can be found on the web, such as:

<http://www.nytimes.com>
<http://www.cnn.com>
<http://www.foxnews.com>
<http://www.pbs.org>
<http://english.aljazeera.net/HomePage>

Finally, I would like to stress that this is a challenging course and the material presented will be difficult. My goal is for us to explore the theoretical explanations of violence and apply these to real world cases. Many of the theoretical arguments utilize formal mathematical modeling and/or advanced statistics. However, I do not expect any of you to have any background in either formal modeling or statistics. My main concern is not in the technical details, but that you develop an intuitive understanding of the central arguments and can explain them verbally. I therefore expect you to struggle with the material, but in the end, you should be able to use the arguments to understand real world cases and concepts.

Grading: Your final grade in the course will be determined as follows:

Position Papers	2 @ 20% each
First Exam	30%
Second Exam	30%

1. **Position Paper #1:** You will also be asked to write two position papers based on what has been covered in class. These papers should be about 6-8 pages in length, double-spaced. These essays are designed to draw from what we know from our analyses of terrorism in order to inform policy. For this particular paper, you will pick a terrorist group from the MIPT Terrorism Knowledge Base at : <http://www.tkb.org/>. Once you make your choice, go to the incident analysis wizard. Using this tool, create a graph of that captures the number of incidents your group engages in over time. This will give you a way of identifying the trend in your group of interest. Be sure you save the graph and include it in your final paper. Be sure that the time period you are examining is actually relevant. For example, suppose you choose Hamas as your group. In this case, it makes little sense to examine Hamas activity prior to their formation in 1987. You would therefore restrict your analysis to the period between 1987 and the present day. Similarly, if you are interested in the Red Army Faction, you would restrict your graph from 1978 to 1998. Once you identify the trend, your paper should first briefly introduce the group, discuss the trend, and explain the trend using the theoretical concepts discussed in the first part of the class, such as collective action, adverse selection, and moral hazard. In the final part of your essay, discuss whether or not you believe these theories accurately account for what is happening with your group. The MIPT Terrorism Knowledge Base contains information about the groups, but you will probably need to obtain outside sources, such as books or journal articles, to adequately discuss the dynamics of your group. **This paper will be due in class on February 19 in class.**
2. **Position Paper #2:** The format of this position paper will be identical to the first one - 6-8 pages in length, double spaced. However, in this position paper, you will be asked to pick a conflict from the list on the course website. Once you choose your conflict, you will proceed as follows. In the first part of your essay, briefly introduce the conflict and describe why it is occurring. Second, use course concepts, such as incentives to misrepresent, credible commitment, and international intervention, to make an argument as to whether or not your conflict can be resolved through negotiation versus violence. Be sure and discuss the international implications of the conflict as well, including the possibility that it might escalate to an international war. In the final part of your essay, discuss whether or not a peaceful settlement is worth pursuing, given the evidence you have presented. **Your second paper will be due in class on April 24, which is the final day of class.** Failure to turn in either paper on time will result in a one letter grade penalty for each day that it is late, including weekends and holidays. The only exception to this is in the case of documented emergencies, in which case, I will need to see written documentation.
3. **First Exam and Second Exam:** You will be given two exams during the semester. There will be three essay questions on both exams. You will be required to answer two out of the three questions. The questions on the exam will typically ask about a current problem related to terrorism (which is why you should be keeping up with current events). You will then be asked to apply course concepts to the problem to explain what is occurring. You will next be asked if you believe the explanation, and to justify your answer. The tests will be given in class, and you will need to bring a bluebook to the exams. For the first exam, you will be responsible for all material from the start of the class to the midterm. The second exam will mostly focus on the second half of the course, though you will more than likely be required to reference material from the first part as well. **The first exam will be on February 28, the second exam will be on May 1 at 8:00 am in the class location.**

In the event that you are dissatisfied with your grade on either an exam or a position paper, you will have one week from the time in which the assignment is handed back to submit your work for a re-grade. You must submit your original copy for the re-grade. Your grade may remain the same, increase, or decrease as a result of the re-grade. Once you have received a re-grade, all grades are final and non-negotiable.

Required Reading: The readings consist of articles drawn from scholarly journals and books. I have posted the readings on the course website. The powerpoint presentation will also be posted here for the day's lecture. I encourage you to check the website often for updates.

Course Schedule and Reading List

January 10: Introduction.

January 15: Studying Terrorism - Methodology and Patterns. Martha Crenshaw. 2000. The Psychology of Terrorism: An Agenda for the Twenty First Century. *Political Psychology* 20(2); David Lake. 2002. Rational Extremism: Understanding Terrorism in the Twenty First Century. *International Organization* 56(1): 15-29.

January 17: Motivations for Violence. James Fearon & David Laitin. 2000. Violence and the Social Construction of Ethnic Identity. *International Organization* 54(4): 845-877.

January 22: Problems in Forming Groups. Scott Atran. 2003. The Genesis of Suicide Terrorism. *Science* 299(5612): 1534-1539; Mancur Olson. 1965. *The Logic of Collective Action*. Read article at: http://economics.about.com/cs/macroeconomics/a/logic_of_action.htm.

January 24: The Internal Dynamics of Terrorist Organizations. Jacob Shapiro. 2005. The Greedy Terrorist: A Rational-Choice Perspective on Terrorist Organizations' Inefficiencies and Vulnerabilities. *Strategic Insights* 4(1).

January 29: Terrorist Tactics and Audiences. Ethan Bueno de Mesquita & Erik S. Dickson. The Propaganda of the Deed. *American Journal of Political Science* 51(2): 364-381. Andrew Kydd & Barbara Walter. 2006. The Strategies of Terrorism. *International Security* 31(1): 49-80.

January 31: Film. Inside the Mind of a Suicide Bomber. Robert A. Pape. 2003. The Strategic Logic of Suicide Terrorism. *American Political Science Review* 97(3): 343-361

February 5: The State's Response. Walter Enders and Todd Sandler. 2004. What do we know about the Substitution Effect in Transnational Terrorism? in Andrew Silke and G. Iлари (eds.) *Researching Terrorism Trends, Achievements, Failures*. 2004 Frank Cass; Barbara F. Walter. 2006. Building Reputation: Why Governments Fight Some Separatists but not Others. *American Journal of Political Science* 50(2): 313-330.

February 7: Conflict as Strategic Bargaining. James Fearon. 1995. Rationalist Explanations for War. *International Organization* 49(3): 379-414.

February 12: Negotiation with Terrorists. Navin Bapat. 2005. Insurgency and the Opening of Peace Processes. *Journal of Peace Research* 42(6): 699-717.

February 14: The Commitment Problem. Barbara F. Walter. 1997. The Critical Barrier to Civil War Settlement. *International Organization* 51(3): 335-364.

February 19: The Spoiler Problem. Andrew Kydd and Barbara F. Walter. 2002. Sabotaging the Peace: The Politics of Extremist Violence. *International Organization* 56(2): 263-296; Ethan Bueno de Mesquita. 2005. Conciliation, Counterterrorism, and Patterns of Terrorist Violence. *International Organization* 49(1): 145-176. **Note: First Paper Due Today!!!**

February 21: Internal Solutions to the Commitment Problem. Ethan Bueno de Mesquita. 2005. Conciliation, Counterterrorism, and Patterns of Terrorist Violence. *International Organization* 49(1): 145-176.

February 26: Summary and Review. John Mueller. 2007. Reacting to Terrorism: Probabilities, Consequences, and the Persistence of Fear. Paper Presented at the International Studies Convention, February 26-March 4, 2007.

February 28: First Exam.

March 4: Civil Wars, and their International Consequences. James Fearon & David Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97(1): 75-90; Idean Salehyan. 2008. No Shelter Here: Rebel Sanctuaries and International Conflict. *Journal of Politics* 70(1)..

March 6: Film. *Gangs of Iraq.*

March 11-13: Spring Break!!!

March 18: Spreading Abroad - Terrorists and their Hosts. Navin Bapat. 2006. State Bargaining with Transnational Terrorist Groups. *International Studies Quarterly* 50(2): 215-232.

March 20: State Sponsorship of Terrorism. Navin Bapat, Daniel Ertley, Chansonette Hall, & Mark Lancaster. Perfect Allies? The Case of Iraq and al Qaeda. *International Studies Perspectives* 83(3): 272-286.

March 25-27: No Class. International Studies Convention.

April 1: Terrorism and International Conflict. Navin Bapat. Explaining the Initiation of 'Wars on Terrorism.' *Working Paper.*

April 3: Film. *Return of the Taliban.*

April 8: Post-Conflict Conditions. Hazem Ghobarah, Paul Huth, & Bruce Russett. 2004. The Post-War Public Health Effects of Civil Conflict. *Social Science and Medicine* 59(4): 869.

April 10: Intervention and Rebuilding Stable Institutions. Stephen E. Gent. 2007. Strange Bedfellows: The Strategic Dynamics of Major Power Military Interventions. *Journal of Politics* 69(4): 1089-1102. Barbara F. Walter. 1999. Designing Institutions from Civil War: Demobilization, Democratization, and Commitments to Peace. *International Security* 24(1): 127-155.

April 15: Failing States. Douglas Lemke. 2003. African Lessons for International Relations Research. *World Politics* 56(1): 114-138; James Fearon & David Laitin. 2004. Neo-Trusteeship and the Problem of Weak States. *International Security* 28(4): 5-43

April 17: The United States in the New Normal. Michael Mandelbaum. 2006. David's Friend Goliath. *Foreign Policy* 152(1): 50-56; Jacob G. Hornberger. 2006. Why They Hate Us. Future of Freedom Foundation.

April 22: Prevention. Andrew Reynolds. 2005. Constitutional Medicine. *Journal of Democracy* 16(1): 54-68.

April 24: Wrap Up and Review. No Reading Assignment.

May 1: Second Exam.

FYS SOCI 065
Spring 2010
2:00–3:15pm
Manning 209

Neal Caren
neal.caren@unc.edu
Hamilton 225
Hours: Wednesday, 10am-12

Draft Syllabus Environment, Health, and Justice

Why we are here

Many environmental problems in contemporary America, such as hazardous waste facilities where chemicals leak into the ground water, or dirty factories that send toxins into the air, are more likely to be found in and around neighborhoods that are poor, working-class or non-white. Over the last 30 years, communities have organized under a common banner of calling these hazards incidents of "environmental racism." Using the political tools of the civil rights movement, such as marches, demonstrations, boycotts and lawsuits, local organization have fought for, "environmental justice." This course uses the environmental justice movement as window to explore the dynamics of social movements, health disparities, and social policy.

In addition to studying the overall history of the environmental justice movement, we will also explore several cases of local organizing in great depth. We will examine how environmental qualities and disparities are measured, and the link between environmental inequalities and health disparities based on race and class. We will also be looking at how the environmental justice movement has gone global and how the events surrounding Hurricane Katrina can be examined from a environmental justice perspective. You will be an active participate in the experience, guiding class discussion, analyzing new data on environmental disparities, and building your own board game.

Stuff you have to do

You are expected to do the assigned reading, to attend class, to participate actively in class discussions, and to complete the required assignments. Class time will usually build on the readings, sometimes review them, but never replace them. Often, there will be in-class group assignments which require the readings to have been completed. You will sometimes be tested on readings at the start of class (as discussed below). You should always bring the assigned reading(s) to class. This

way when I ask a question, instead of staring blankly, you can flick through the pages, looking for an answer. It makes the silence much less uncomfortable for all of us.

You will get the most of the course if you keep current with the readings, attend class, participate actively, and pay attention. To succeed in this class, you have to do all that, plus demonstrate an ability to apply social movements theories to new situations; find, evaluate and summarize academic research on environmental justice; and present your finds in a coherent and convincing way. The graded elements of the course include four reading response memos and discussion leadership days; seventeen microassignments; an environmental inequality research project, and a board game.

Reading Response Memos and Discussion Leadership

You are required to write five short two-page reading response papers and be available to lead discuss on those days. The memos should be handed in at the end of class on the day they are due and will be graded. These are to demonstrate that you are reading and thinking about the assigned materials before you come to class. In order to receive full credit for this assignment, you will need to actively participate in class that day by picking one or more interesting points from the reading and leading discussion on it. I will guide you in this process during the beginning of the semester. Due dates are based on your last name, and are listed in the syllabus. You have five opportunities to do this, which means that you can drop or miss one. You can not make these up, and your reading response memos must total at least 10 pages (five memos at two pages each equals at least ten pages).

Microassignments

Seventeen small assignments or quizzes will be given throughout the semester. Assignments will either be an in-class exercise, a tiny homework assignment to bring to class the next day, or a quiz on the day's reading. These microassignments are designed to reward those who attend class and stay current with the material. These are usually pass/fail assignments, each worth one point towards your final grade. These assignments will not be accepted late, but you can miss two and still get a perfect grade. You can not make these up.

Analyzing Environmental Inequalities

Working with a partner, you will get an opportunity examine the level of environmental inequality in Durham and Orange counties in North Carolina. This project requires you to combine census demographic data with geo-coded information on locally undesirable land uses. We will spend a fair amount of time in class learning

how to do this sort of analysis, so don't be scared. You are required to write up a three page report on your findings in the style of research memo, and to briefly present your findings to the class.

Building a Board Game (Final Project)

You also get to make a board game as your final project. This is the major assignment for the semester. Working in a small group you will design a board game that will chart the life course a specific environmental justice campaign. This assignment will require you to apply the theoretical concepts that we will discuss in the class to a case that you research. You will be graded on your use of sociological theory; your mastery of the facts and history of your EJ campaign; your application of theory to the case; how well the game plays; and your presentation of the game to the rest of the class. Each member of the group will probably receive about the same grade.

Groups will be established in the first four weeks of class based on common interest among us. Each group will be studying a specific organizing effort for environmental justice, similar to the case-studies we will be looking at through the semester. Groups should have about four members.

You will be working on your board game throughout the semester, plus there will be four of you working on it. As such, I expected something really, really good. The final product should be playable without any member of your group present. This means that not only do you have to include a board and pieces, but you also have to include a manual, which should be at least 10 pages and will be graded as part of the assignment.

To give you a flavor for what I am looking for, each group will arrange a time to play the game "Class Struggle" with me. As this game was the inspiration for this assignment, you can pretty much take it as a model of what I'm looking for. The rules for this game are online. This must be read before your group meets with me to play the game. This should happen before the end of Week 8.

We will go over this assignment in more detail throughout the semester, and class time will be allotted for your groups to meet, although I anticipate that you will also have to arrange meeting times outside of the class. On the day scheduled for our final, we will play our board games.

No Deals

The grading system described above will be used for everyone. No exceptions. If you are going to miss class because of an athletic event, you should let me know in advance via email so that you can make up any in-class work.

Table 1: The final grade is composed of the following elements:

Task	
Discussion Leadership and Response memos	20%
Microassignments and Quizzes	30%
Environmental Inequalities Report	20%
Board Game (Final Project)	30%
Total	100%

Academic Integrity

Don't cheat, plagiarize or otherwise engage in academic misconduct. Familiarize yourself with the University policy on Academic Dishonesty. If in doubt, ask me. Transgressions will be reported.

Stuff I have to do

I'm responsible for giving you the opportunity to learn all you can about environmental justice. I'll try to make coming to class worth your time and money. If you email me, I'll try to respond quickly. If want to chat, stop me after class, come by my office hours, or set up an appointment. I'll do my best to communicate clearly what my expectations are for receiving good grades for each assignment and for the course overall. I'm also responsible for making sure that your grade is fair. I will work to let you know your grades quickly so that you know how your are doing in the course throughout the semester. I will be available to meet with you to discuss why you got a specific grade, or anything else related to the course.

Readings

Four books are required. You will be expected to do the readings for each day prior to class. The books are available at the Student Store and other places. They are also on on reserve.

Bullard, Robert D. 2000. *Dumping in Dixie: Race, Class and Environmental Quality, Third Edition*. Boulder, CO: Westview Press.

Cole, Luke W. and Sheila R. Foster. 2001. *From the Ground Up: Environmental Racism and Rise of the Environmental Justice Movement* New York: NYU Press.

Dyson, Michael Eric. 2006. *Come Hell or High Water: Hurricane Katrina and the Color of Natural Disaster*. Cambridge, MA: Basic Civitas.

Pellow, David Naguib. 2007. *Resisting Global Toxins: Transnational Movements for Environmental Justice*. Cambridge, MA: MIT Press.

Additional readings will be on the course's Blackboard website.

Course Schedule

This is our current plan. If we get ahead, behind, or change directions, updated schedules will be made available. Guiding questions for each reading are available on Blackboard.

Introduction

Week 1

Reading: Cole and Foster, Preface and Introduction

The birth of the Environmental Justice Movement

Week 2

Reading: Cole and Foster, Chapters 1–2; Bullard, Chapter 1

Case studies in Activism, Part I

Week 3 and Week 4

Reading: Cole and Foster, Chapters 3–6.

In class film: Selection from *A Civil Action* and *Erin Brockovich*

Measuring Disparities and Democratizing Science

Week 5

Reading: Coburn's "Street Science: Community Knowledge and Environmental Health Justice," online.

Field trip to Davis Library

Environmental Justice as a Social Movement

Week 6 and Week 7

Reading: Taylor's "The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses," online.

Case studies in Activism, Part II

Week 8

Reading: Bullard, Chapters 3–7.

Environmental Inequality

Week 9

Due: Environmental Inequality oral and written reports

Environment and Health Disparities

Week 10

Reading: Gee and Payne-Sturges's "Environmental Health Disparities: A Framework Integrating Psychosocial and Environmental Concepts," online; Moses's "Farmer-works and Pesticides," online.

Hurricane Katrina

Week 11 and Week 12

Reading: Dyson's *Come Hell or High Water*

In class film: Spike Lee's *When the Levees Broke*

Globalizing Environmental Justice

Weeks 13 and 14

Readings: David Pellow's *Resisting Global Toxins: Transnational Movements for Environmental Justice*

Game Demonstrations

Final Day and Time

Board Games Due