

“Latin American Economy and Society”

University of North Carolina-Chapel Hill #ANTH:360

Instructor: Rudi Colloredo-Mansfeld
Office: 413 Alumni Building
Telephone: 843-9123
Email: rudi-colloredo@unc.edu
Office hours:

Course Objectives:

This course examines the economic and cultural diversity of Latin America. We cover cases that include Andean migrants, Amazonian horticulturalists, Brazilian shantytown residents, and Guatemala Maya communities among others. Our approach is both holistic and centered on the problem of community development and national inclusion. That is, we study the connections among environment, economy, social organization, rituals, and cosmology. At the same time, we examine how the forces of nationalism and capitalism shape the future of diverse Latin American communities.

The course begins by examining a fundamental ecological divide shaping the evolution of Latin American societies: the difference between highland and lowland peoples. Course readings explore how peoples have adapted subsistence work and political relations within specialized environments to shape cultural traditions. The middle third of the course takes up topics of integration: how ideals of progress and the power of the state redefine communities and identities. The class's final segment examines resistance to national integration, both by fighting for a rebirth of local culture and an embracing of transnational careers.

Our primary method is the case study. We read six book length ethnographies, or comprehensive accounts of local community social organization, work habits, family life and the meanings that these practices have for the people themselves. A course reader supplements the main case studies offering articles that introduce analytical concepts and other cultural examples to broaden the materials. Lectures and class discussions will be used to explore basic theoretical issues that explain patterns of similarities and differences among the communities we read about: Are highland Indian people's representatives of ancient cultures or products of recent economic exploitation? Is conflict among Amazonian natives linked to chronic shortages in their environment? Does the poverty of Latin American shanty towns reflect the residents' own cultural failings?

Course Requirements

1) 2 Midterm Exams, 50 points each (100 pts)

Midterms are a combination of short identification questions and essays.

2) 2 Papers, 75 points each (150 pts)

Papers will be five page essays that ask you to reflect upon the material of the class ethnographies in relation to important problems facing Latin American communities today. The first paper requires you to imagine yourself in the role of a community member in each of the first two cases and then develop an argument from that perspective. The second paper asks you to consider the social and economic worlds of migrants and shanty town dwellers. You will be asked to address the extent to which they are entrepreneurial agents promoting change or victims of poverty and

state failure. The topic touches upon important academic debates related to a "culture of poverty," informal economies, and civil society. Consequently, in this second book you will supplement your discussion of the class ethnography with additional library research.

For each assignment you will receive a handout with more information.

In writing papers for this class, you will work with University of Iowa Writing Fellows. Writing Fellows is a peer tutoring program to increase the awareness and importance of writing, revising, and collaborative learning in courses across the disciplines. As honors students competitively selected for their writing abilities and social skills and trained in a special course to tutor, University of Iowa Writing Fellows comment on polished drafts and then meet with writers to discuss approaches to revision.

3) *Final Exam, 100 points*

A Cumulative final exam that will cover they key terms and ideas used by course authors to develop their arguments. Exam will be short answer and essay format

Texts:

Heath, Dwight B.

2002 *Contemporary Cultures and Societies of Latin America*. Prospect Heights, IL: Waveland Press

Scheper-Hughes

1992 *Death Without Weeping* Berkeley: University of California Press

Fischer, Edward and Carol Hendrickson

2003 *Tecpan Guatemala* Boulder: Westview (Case Studies in Anthropology)

Johnson, Allen

2003 *Families of the Forest: The Matsigenka Indians of the Peruvian Amazon*. Berkeley: University of California Press

Miles, Ann

2004 *From Cuenca to Queens*. Austin: University of Texas Press.

Collier, George

1999 *Basta: Land and the Zapatista Rebellion in Chiapas*. Oakland: Food First Books

Week	Day	Date	Reading	Topic
1	Wednesday	1/19	Course Introduction	
	Friday	1/21	DB: Skidmore and Smith	
			Ecologies of local culture	
2	Monday	1/24	DB: Durston	
	Wednesday	1/26	Fischer and Hendrickson, Ch. 1	
	Friday	1/28	Fischer and Hendrickson, Chs. 2-3	
3	Monday	1/31	Fischer and Hendrickson, Ch. 4-5	
	Wednesday	2/2	Fischer and Hendrickson, Ch. 6-7	
	Friday	2/4	DB: Foster	
4	Monday	2/7	DB: Doughty	
	Wednesday	2/9	DB: Femenais	
	Friday	2/11	(lowland ecology)	Paper Draft #1 Due
5	Monday	2/14	Johnson, Intro, Ch. 1	
	Wednesday	2/16	Johnson, Chs. 2, 3	
	Friday	2/18	Johnson, Chs. 4,5	
6	Monday	2/21	Johnson, Conclusion	
	Wednesday	2/23	DB: Sponsel	
	Friday	2/25	(Kayapo Film)	Paper #1 Due
7	Monday	2/28	DB: Conklin	
	Wednesday	3/2	DB: Stearman	
	Friday	3/4	Midterm #1	Midterm #1
			Power of national integration	
8	Monday	3/7	DB: Wolf	
	Wednesday	3/9	DB: Nutini	
	Friday	3/11		
9	Monday	3/21	DB: Dzidzienyo	
	Wednesday	3/23	Scheper-Hughes, preface, intro, ch.1	
	Friday	3/25	Scheper-Hughes, chs.2-4	
10	Monday	3/28	Scheper-Hughes, chs.5-6	
	Wednesday	4/30	Scheper-Hughes, chs. 7-8	
	Friday	4/1	DB: Oscar Lewis	
11	Monday	4/4		Paper draft #2
	Wednesday	4/6	DB: Buechler	
	Friday	4/8	DB: Stoll, Glittenberg	
12	Monday	4/11	DB: Feijoo and Gongga, Robben	
	Wednesday	4/13	Midterm #2	Midterm #2
	Friday	4/15	Miles, chs. 1 and 2	
			Forces of resistance and dispersion	
13	Monday	4/18	Miles, chs. 3-4	

	Wednesday	4/20	Miles, chs, 5-6	
	Friday	4/22	Miles, chs. 7-8	
14	Monday	4/25		Paper #2 Due
	Wednesday	4/27	Collier, Introduction	
	Friday	4/29	Collier, chs. 1-3	
15	Monday	5/2	Collier, chs. 4-5	
	Wednesday	5/4	Collier, chs. 6, 7 Epilogue	
	Friday	5/6		
Exam Week	Wednesday	5/11, 12:00	Final Exam	

Additional Information:

Students with disabilities: I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please talk with me after class or during my office hours.

For additional assistance: contact the Department of Anthropology, 114 Macbride Hall, Telephone: 335-0522. The department DEO is Prof. Michael Chibnik.

Procedures for student complaints: If you have concerns about the design or conduct of this course or grading in the course, you should first discuss the matter with me. If we cannot resolve the issue or if you feel you cannot discuss the issue with me, you should make an appointment to discuss the issue with the Anthropology DEO as noted above. Any complaints unresolved in the Department will be referred to the College. (See the Liberal Arts section of the *Schedule of Courses* for the full procedures for student complaints.)

Plagiarism and cheating: A student who plagiarizes or cheats on any assignment in any course faces penalties that may include an F on the assignment or an F in the course. If I suspect plagiarism or cheating, I am required by collegiate policy to inform the student in writing and to send him or her a copy of the report on the incident that I submit to the Anthropology Department and to the College. The College may assign additional penalties, as the incident warrants. The student has the right to request a hearing within the Department and/or within the College. (See the Liberal Arts section of the Schedule of Courses for the full policy on procedures on academic misconduct.)

ANTH 467: “Culture, Wealth, and Poverty”

University of North Carolina-Chapel Hill

Instructor: Rudi Colloredo-Mansfeld
Email: rudi-colloredo@unc.edu
Office: 413 Alumni Building
Office Hours:

“Why are we so rich and they so poor?”

Blunt and unoriginal, the question still provokes controversial and widely read scholarship from many academic and political perspectives. In recent times, explanations have run from the biological/technical (the West precociously resisted disease and mastered steel) to the cultural (the West was better at quantification) to the racist (Whites occupy the favored place on the bell curve of human intelligence).

This course will examine the issue of the global distribution of wealth and the theories anthropologists have used to explain it. We will travel along two tracks. On the one hand we will explore three broad perspectives—ecological, cultural, and political—that have been used to interpret the problems of poverty and development. On the other hand, we will read a series of ethnographies to understand the economies, institutions, and adaptive practices of rural societies in their own context, rather than simply looking for the presence or absence of Western cultural traits. Ultimately, our goal is to develop a reasonable answer to the question posed at the outset.

Required Reading

Harrison, Lawrence E and Samuel P. Huntington (2000) Culture Matters: How Values Shape Human Progress

Diamond, Jared (1997) Guns, Germs, and Steel (D)

Geertz, Clifford, (1963) Agricultural Involution (G)

Weber, Max (1992) The Protestant Work Ethic and the Spirit of Capitalism (W)

Scott, James C. (1985) Weapons of the Weak (S)

Farmer, Paul (1999) Infections and Inequalities (F)

Electronic Reserves (ER) (available through ICON)

Course Requirements:

Midterm #1 ***30 pts***

Midterm #2 ***30 pts***

In-class tests review the key terms and concepts of the distinct theoretical orientations and case studies for the first two course sections.

Participation**40 pts**

To prepare for class participation, students will email two questions for each assigned reading. The questions can be simple ones that ask for clarification on key terms or they can be broader, raising issues about the argument. The most helpful questions and comments often include a quotation from the reading itself. Emailed responses are due a half hour before class so that I can copy them onto a handout and bring them in. Please use format found in the following example:

Nichole Pearce

The author states on page 106 that food production evolved without any foreseen consequences, is this true or possible? He also refers to food producers today as specialists and scientists in essence making them seem credible and "intelligent", why isn't this applied to the first group of food producers? Can this imply that they did not know what they were doing and can this be seen as problematic?"

Research Project**225 pts**

Developed in conjunction with course writing fellows and consists of the following elements:

- (a) A 15-17 page project in which students explore one ethnographic case of their own choosing in greater length, testing the usefulness of the explanatory models we discuss in class. 100 pts.
- (b) A 2 page review of a key source related to your argument. 10 pts
- (c) Oral presentation of paper. 15 pts
- (d) Final Essay-a revision of the research paper. 100 pts

You will receive additional handouts or instructions for each phase of the work.

We are fortunate to have two peer writing tutors, called Writing Fellows, assigned to our course this semester. They will work with you individually outside the classroom to help you improve the clarity of your writing. I have chosen to work with Writing Fellows in this course because I believe in the philosophy behind this program: All writers, no matter how accomplished, can improve their writing by sharing works in progress and making revisions based on constructive criticism. As Honors students competitively selected and trained in a special course to tutor, UI Writing Fellows comment on 6-12 writers' polished drafts and then meet with these writers to discuss approaches to revision.

Final Exam**50 pts**

Week	Day	Date	Topic	Assignment
1	Monday			
	Wednesday		Course Intro	
	Friday		Why are we so rich?	HH: Harrison (both entries) & Landes
Ecology				
2	Monday		Proximate vs. Ultimate causes	D: part 1
	Wednesday		Selection and agency	D: part 2
	Friday		Expansion and inevitability	D: parts 3 and 4
3	Monday		Malthus	
	Wednesday		Film: What is the Limit	
	Friday		Culture and Adaptation	G: Part 1
4	Monday		Population in political contexts	G: Part 2
	Wednesday		History and nature	G: Part 3
	Friday		Geography	HH: Sachs
5	Monday		Hardin: Tragedy of the Commons	ER: Hardin
	Wednesday		Social Capital	HH: Fukuyama
	Friday		Midterm #1	
Culture				
6	Monday		Rationality	W: Intro, Chs. 1,2
	Wednesday		Living to Work	W: Chs. 3,4
	Friday		Paper Due to Fellows	
7	Monday		Perpetual Effort	W. Ch. 5
	Wednesday		Culture, Tradition, Growth	ER: Annis 1
	Friday		Religion and Entrepreneurs	ER: Annis 2
8	Monday		Industrial Society	ER: Gellner
	Wednesday		Paper Due to Professor	
	Friday		Values and Entrepreneurship	HH: Grondona, Montaner
9	Monday		Cultural Adjustment	HH: Etounga
	Wednesday		Moral Maps	HH: Shweder
	Friday		Midterm #2	

Politics				
10	Monday		Durable Inequality	ER: Tilly
	Wednesday		History and Class	ER: Marx
	Friday		Class, as it is lived	Scott, chs. 1-2
11	Monday		Change and Stasis in Village life	Scott, chs 3-4
	Wednesday		Green Revolution	Scott, chs 5-6
	Friday		Resistance	Scott, chs 7-8
12	Monday		Paper Presentations Two Page Review Due	
	Wednesday		Paper Presentations	
	Friday		Paper Presentations	
13	Monday		World Systems	ER: Wallerstein
	Wednesday		Underdevelopment	ER: Frank
	Friday		Research Essay Due to Fellows	
14	Monday		Neoliberal Globalization	CP: Stieglitz and Luttwak
	Wednesday		Infections and Inequalities	F:Pref., Intro, Ch.1
	Friday		Social Categories at Work	Chs. 2-4
15	Monday		History, Power, and Disease	Chs. 5-7
	Wednesday		Culture, Ecology, and Power	Ch.s 8-10
	Friday		Final Paper Due to Prof and Wrap-up	
Exam Week	Wednesday, 2:15		Final Exam	

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: 28485 **Addition**

	OLD	NEW
Course ID:	BIOL479	BIOL479
Effective Term:		Fall 2010
Title(Long):		Special Topics in Organismal Biology at an Advanced Level
Title(Abbv.):		spec top org biol advan
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Special topics in organismal biology at an advanced undergraduate or graduate student level.
Justification:	This course will allow us to occasionally teach a course about a particular group or organisms or the organisms living in a particular habitat.	
GenEd:		
Course Details:	Special topics in organismal biology. The course may include diverse types of organisms and habitats.	
Grading Info:		There will be 2 hour exams and a final. the final will count 50% of the grade.
Reading Assignments:	Reading from text books and the original literature on the organisms studied and their biology.	

[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: 28486 **Addition**

	OLD	NEW
Course ID:	BIOL479L	BIOL479L
Effective Term:		Fall 2010
Title(Long):		Laboratory in Organismal Biology: Advanced Special Topics
Title(Abbv.):		Lab Org Bio Adv Spc Top
Activity Type:		LAB
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Variable (1 - 2 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Laboratory in special topics in organismal biology for advanced undergraduates and graduate students.
Justification:	This course will allow faculty to teach a laboratory about specific groups of organisms or the organisms in a particular habitat.	
GenEd:		
Course Details:	Laboratory to go with Biology 479 Special Topics. The lab may include experiments or field work.	
Grading Info:		Lab reports will be required. They and lab performance will make up 80% of the grade and the remaining 20% will be a lab final exam.
Reading Assignments:	Text books and original literature.	

[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: 28487 **Addition**

	OLD	NEW
Course ID:	BIOL527	BIOL527
Effective Term:		Fall 2010
Title(Long):		Special Topics in Quantitative Biology
Title(Abbv.):		Spcl Tpcs Quan Biol
Activity Type:		Lecture
Prerequisites:		upper level math or computer science
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Required preparation, upper-level mathematics or computer science course. Special topics in quantitative biology for advanced students. The course counts as a quantitative biology course for the major.
Justification:	This course will allow us to offer additional topics in quantitative biology which is a new field.	
GenEd:		
Course Details:	Special topics in quantitative biology which may include evolutionary biology, computer models of biological processes or other topics.	
Grading Info:		There will be 2 hour exams and a final. The hour exams will count 25% each and the final 50% of the grade.
Reading Assignments:	Original literature and chapters from symposia books.	

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

8/7/2009 11:59 AM

[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: 28489 **Addition**

	OLD	NEW
Course ID:	BIOL527L	BIOL527L
Effective Term:		Fall 2010
Title(Long):		Laboratory in Special Topics in Quantitative Biology
Title(Abbv.):		Lab Spcl Tpcs Quan Biol
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (1 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Laboratory in quantitative biology for advanced students. The laboratory will involve mathematical analysis and modeling of biological systems and processes.
Justification:	This lab will go with Biology 527 Special Topics in Quantitative Biology. Depending on the topic, it may be useful to have this lab experience as a part of the course.	
GenEd:		
Course Details:	The lab will involve mathematical analysis and/or modeling of biological systems and processes, such as metabolic networks and evolution.	
Grading Info:		the grade will be based on lab reports (80%) and a final exam (20%).
Reading Assignments:	Reading will be from the literature and materials prepared by the professor.	

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

8/7/2009 12:02 PM

[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: 28512 Addition

	OLD	NEW
Course ID:	BIOL590	BIOL590
Effective Term:		Fall 2010
Title(Long):		Advanced Special Topics in Biology
Title(Abbv.):		Adv Spcl Tpcs Biol
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Special topics in biology for advanced undergraduate students and graduate students.
Justification:	Biology is changing so rapidly, it is difficult to keep up with the topics that advanced students may wish to explore. This course will allow us to offer the most recent areas to our advanced students.	
GenEd:		
Course Details:	An advanced special topics course to accommodate the rapidly changing field of biology.	
Grading Info:		There will be 2 hour exams (25% each) and a final (50%).
Reading Assignments:	Papers from the literature.	

[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: 28513 **Addition**

	OLD	NEW
Course ID:	BIOL590L	BIOL590L
Effective Term:		Fall 2010
Title(Long):		Laboratory in Advanced Special Topics in Biology
Title(Abbv.):		Lab Adv Spcl Tpcs Biol
Activity Type:		LAB
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (1 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Laboratory at an advanced level in special topics in biology. Students should have had considerable previous laboratory experience.
Justification:	New techniques are developed frequently in biology. This lab will teach some of these new techniques to graduate students and advanced undergraduate students.	
GenEd:		
Course Details:	A lab course to go with Biology 590. There may be occasions when it would be useful to offer a lab course to teach a new technique to graduate students.	
Grading Info:		Grades will be based on lab reports and an assessment of lab skills.
Reading Assignments:	Papers from the literature and materials prepared by the professor.	

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

COM 577 AFRICAN AMERICAN RHETORIC

Fall 2009

Eric King Watts

Office 313 Bingham Hall

Phone 962-4169; Office Hours: by appointment.

ekwatts@email.unc.edu

Course Objectives: This seminar will examine African American aesthetic and intellectual expression in terms of its character and status as public discourse. The course focuses on the ways in which Black creative and intellectual writing and speaking can be understood as modes of rhetorical invention and practice and are shaped by historical and political issues and problems in the United States. In sum, this seminar treats African American artistry as public speech. This seminar has three (3) interrelated objectives. First, the seminar will explore the historical conditions that occasion the production (and consumption) of African American art. Second, the seminar will examine the aesthetic and performance conventions that give shape and voice to Black art. Lastly, the seminar will critique the rhetorical character of Black art, highlighting its particularity as an African American communicative practice. In particular the course will explore how such discourse is concerned with the constitution of African American *ethos*.

Course Readings are available on Blackboard.

PLEASE NOTE THAT SOME MATERIAL IN THE COURSE CONTAINS LANGUAGE AND ADULT THEMES THAT MAY BE OFFENSIVE.

Course Content: The course is divided into five (5) historical eras. Keep in mind that the divisions that I have imposed on this material are (more or less) subject to debate. However, these divisions help us to identify and make sense of changes in political and cultural contexts. The eras are:

- 1) The Progressive Era (1900-1920)
- 2) The Harlem Renaissance Era (1920-1935)
- 3) Protest & the City (1940-1960)
- 4) The Black Arts Era (1965-1975)
- 5) The Post-Industrial & Postmodern Era (1980-present)

Course Assignments: Each student will write four (4) short critical responses to a set of questions that I will provide. These essays are designed to give the student an opportunity to elaborate on class discussions by exploring the aesthetic and rhetorical features of an artist, intellectual, or theme from a given era depending on the questions. These essays should focus primarily on the questions and should utilize class readings and notes as evidence to support your answers. I will distribute the questions via e-mail and students are required to submit their responses by replying to the e-mail with an attachment by the specified deadline. In general, students will have three (3) days to submit their responses. The recommended length of an essay for the course is NO MORE THAN TWO (2)

typed, double-spaced pages per question. Verbosity is not a virtue; you must frame your responses in a lean and economical manner to do well on these assignments. Each critical response is worth 15 points.

Secondly, each student will complete a critical project (approximately 15 pages). This paper is an extended analysis of a selected text and/or writer, speaker, or artist. Students must conceive and sustain an argument regarding an issue, concept, or dilemma that we have discussed or introduced in the course. As the semester advances, we will entertain discussions regarding content and methods.

Lastly, there will be a Final Exam to be held during the scheduled exam period.

Evaluation:

Critical Responses	15 points each x 4 =	60 points
Critical Project		25 points
Final Exam		<u>15 points</u>
Total		100 points

Academic Honesty: Plagiarism and academic deception will not be tolerated. I follow the letter of University Policy in the Student Handbook. If you are unsure about the definition of plagiarism, please see the Modern Languages Association (MLA) Reference.

Attendance: I will take roll daily. Attendance is important to your success and the success of the course. Excessive absences will be charged against your participation evaluation. Excellent attendance will help your participation evaluation. In general, excellent attendance means that you have fewer than three (3) absences. If you have more than five (5) absences, they are excessive. You may miss class for whatever reasons (please do not feel the need to explain your absence to me) up to 2 times and they will not hurt you (except for missing our discussions). After that, you are in the danger zone. **You cannot make up missed assignments without documentation of illness or emergency. Please do not ask!**

COURSE SCHEDULE

<u>Date</u>	<u>Reading Assignment/Agenda</u>
1/10	Introduction: <i>Ethos</i> , “Home,” & African American Rhetoric
1/15	“African American Rhetoric,” four entries from the <i>Encyclopedia of Rhetoric</i> , Eric King Watts, Kirt Wilson, Mark McPhail, & Robert Terrill
Progressive Era	
1/17	Excerpt from <i>Up from Slavery</i> , Booker T. Washington
1/22	<i>The Souls of Black Folk</i> , W.E.B. Du Bois, Ch. I, III, & XIII
1/24	“Toward a Discursive Theory of Race,” Kirt H. Wilson
1/29	Excerpt from <i>The Hindered Hand</i> , Sutton E. Griggs; Excerpt from <i>Autobiography of an Ex-Coloured Man</i> , James Weldon Johnson
1/31	<i>Darkwater: Voices from within the Veil</i> , Du Bois, “The Souls of White Folk,” “Jesus Christ in Texas,” & “The Damnation of Women.” Critical Response #1 distributed Critical Response #1 Due Monday 2/1 @ 11 am.
The Harlem Renaissance Era	
2/5	Excerpt from <i>The Big Sea</i> , Langston Hughes; Poets—Claude McKay, Countee Cullen, Langston Hughes, & Gwendolyn Bennett
2/7	Excerpt from <i>The New Negro</i> , Alain Locke; “African American Ethos and Hermeneutical Rhetoric,” Eric King Watts
2/12	Primitivism; “How Shall the Negro Be Portrayed?,” <i>Crisis</i> debate; “Moanin’ Wid A Sword in Ma Han’,” Carl Van Vechten; “Negro Art Hokum,” George Schuyler; “Negro Artist and the Racial Mountain,” Langston Hughes
2/14	“Criteria of Negro Art,” Du Bois; “Cultivating a Black Public Voice: W.E.B. Du Bois and the ‘Criteria of Negro Art’,” Eric King Watts
2/19	Queer Harlem: <i>Fire!!</i> ; Excerpt from <i>Quicksand</i> , Nella Larsen
2/21	“Characteristics of Negro Expression,” Zora Neale Hurston Critical Response #2 distributed Critical Response #2 Due Monday 2/25 @ 11 am

Protest & The City

- 2/26 Excerpt from *Native Son*, Richard Wright
- 2/28 *A Raisin in the Sun*, Act I, Lorraine Hansberry
- 3/4 Excerpt from *Invisible Man*, Ralph Ellison
- 3/6 Excerpt from *Notes of a Native Son*, James Baldwin
Critical Response #3 distributed
Critical Response #3 Due Monday 3/17 @ 11 am

3/11 **Spring Break**

3/13 **Spring Break**

Black Arts Era

- 3/18 Selections from *Black Fire*, eds. LeRoi Jones, a.k.a Amiri Baraka & Larry Neal
- 3/20 Excerpt from *Visions of a Liberated Future*, Larry Neal
- 3/25 “Ethos of a Black Aesthetic,” Eric King Watts
- 3/27 *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*,
Ntozake Shange
Critical Response #4 distributed
Critical Response #4 Due Monday 3/31 @ 11 am

Post-Industrial/Postmodern Era

- 4/1 Excerpt from *The Bluest Eye*, Toni Morrison
- 4/3 Excerpt from *Playing in the Dark*, Toni Morrison
- 4/8 Writing Workshop
- 4/10 Excerpt from Kitwana, *Why White Boys Love Hip Hop*; “Female Voice in Hip Hop,” Eric King Watts
- 4/15 “Border Patrolling and ‘Passing’ in Eminem’s *8 Mile*,” Eric King Watts
- 4/17 *Black Sexual Politics*, Patricia Hill Collins, Ch. 4 & 5; “Response to *Black Sexual Politics*,” delivered at the National Communication Association, 2004, Eric King Watts
- 4/22 Presentations
- 4/24 Presentations

COMP 536 Enterprise Computing

John B. Smith, Diane Pozefsky

Prerequisites: COMP 426 or equivalent experience

Course Logistics

Class lectures and discussions are of two types. One set is concerned with general principles and issues. This includes discussions of architecture; distinctions between architecture, design, and implementation; general technical issues such as security, authentication, and transactions; and best practices and programming models and patterns. A second set of topics is concerned with the wide range of evolving technologies and development tools required to build Web-oriented multi-layered distributed enterprise systems. Among the topics that students must currently understand to work in this environment are Java Servlets, Java Server Pages (JSP), a UI framework (*e.g.*, Struts), Extensible Markup Language (XML), Enterprise Java Beans (EJB), Java Database Connectivity (JDBC), a Database Management Systems (DBMS, *e.g.*, DB2), Structured Query Language (SQL) as well as EJB-QL, Relations, Transactions, and Access Control.

Comp 536 is strongly project-oriented. Students work in teams to design and implement a multi-tier enterprise system. After developing the basic concept for the project, they complete and document an initial design. They then build the system and document the final implementation. A significant part of the learning experience is mastering the tools and infrastructure needed to implement enterprise systems. Specifically, they must master an enterprise or application server (*e.g.*, WebSphere), a sophisticated DBMS (*e.g.*, DB2), and an advanced programming environment (*e.g.*, WebSphere Studio Application Developer) necessary for developing Enterprise systems.

Typical text:

Kyle Brown, *et al.*, *Enterprise java Programming with IBM WebSphere*, 2nd ed. Chapters are assigned throughout the semester in accord with course schedule.

Course Topics/Outline

- Introduction and Overview of course.
- Example Enterprise Systems
- J2EE Architecture
- Layers & Containers
- Infrastructure & Development Environment
- User Interface Design Issues.
- User Interface Implementation: Rationale, Concepts, & Architecture
- Model Considerations
- DataBeans: Types, Design, & Best Practice

- Enterprise JavaBeans: Concept, Containers, & Architecture
- Layer Architecturs
- Session Enterprise JavaBeans (EJBs): Facade Pattern
- Domain Model Considerations
- Entity Enterprise JavaBeans (EJBs)
- DataBase Mapping
- Architecture & Layered Designs
- Design: Project Brochure
- Design: Use Cases
- Design: Functional Requirements
- Design: Domain Architecture & Interfaces.
- Design: UML Flows
- Design: Project Schedule
- EJB Query Language
- EJB Container-Managed Relationships
- EJB Transactions
- Deployment: Concept & Process
- J2EE: What 's To Come?
- Project Demos.

Grading:

Grade is based on project and final exam.

8/7/2009 12:19 PM

[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: 28389 **Addition**

	OLD	NEW
Course ID:	DRAM692H	DRAM692H
Effective Term:		Spring 2010
Title(Long):		Honors Project in Dramatic Art
Title(Abbv.):		HONORS PROJ IN DRAM II
Activity Type:		Lecture
Prerequisites:		DRAM 691H
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (3 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Permission of the department. The completion of a special project by a student who has been designated a candidate for undergraduate honors.
Justification:	Designating the second semester of senior honors work with its own number.	
GenEd:		
Course Details:	Individual Honors Work - second semester	
Grading Info:		Faculty Rubric
Reading Assignments:	Project Determined	

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

New Course Proposal

E. Moreton
Department of Linguistics
University of North Carolina, Chapel Hill

March 17, 2009

Course name: Linguistics 522, Experimental phonetics and laboratory phonology
Semester/year: Fall semester, on demand
Prerequisites: LING 520 (Linguistic Phonetics), and either LING 200 (Phonology) or LING 523 (Phonological Theory I)
Version of: March 17, 2009

Course description: This course is about relating linguistic theory to empirical data acquired in the laboratory. It therefore has both a theoretical and a practical component. Each participant will design and carry out an experimental study addressing a self-chosen theoretical question in a currently active area of linguistics. The theoretical focus will vary each time the course is offered depending on interest (e.g., phonotactics, sound change, intonation,...), and participants will study appropriate laboratory techniques (e.g., acoustic analysis, speech synthesis, analysis of corpora,...). Class meetings will cover participants' own work, recent papers in the field, and hands-on practice in technique. May be retaken for credit (with consent of instructor).

Grading: Students will take turns presenting the assigned articles to the class and leading class discussion, with a handout. Performance in this role will make up one-third of the grade, and the final exam will account for one-sixth. The remaining half is accounted for by the student's lab project. The project will be designed by the student in consultation with the instructor, and will be presented to the class twice. The first class presentation happens after the project is designed and before it is undertaken; the presenter receives feedback from the instructor and from two other students under a "peer-review" system. The second presentation is that of the completed project at the end of the semester.

Sample schedule for a semester in which the topic is "phonotactics" (i.e., the patterns of possible and impossible sound combinations in a given language):

Week	Topics	Reading	Lab
1	Phonotactics as grammar	Chomsky and Halle (1968), Prince and Smolensky (1993)	Praat; recording equipment
2	Phonotactics as statistics	Hay et al. (2004), Frisch et al. (2004)	The CELEX database
3	Phonotactic effects on speech segmentation	McQueen (1998)	Perceptual experiments in Praat
4	Computing lexical statistics. Student project proposals.		Perl, Unix utilities
5	Phonotactics in speech production.	Dell et al. (2000), Davidsson (2006)	Acoustic measurement issues.
6	Phonotactic effects on phoneme perception I	Hallé et al. (1998), Dupoux et al. (1999)	Gating
7	Phonotactic effects on phoneme perception II	Massaro and Cohen (1983), Pitt (1998), Moreton (2002)	Splicing
8	Student projects	Student-chosen papers	Related technical questions
9	Speech synthesis I: Terminal-analogue synthesis	SENSYN manual	Synthesis
10	Speech synthesis II: Terminal-analogue, cont'd.	Stevens (1999)	Synthesis
11	Speech synthesis III: PSOLA resynthesis.	Praat manual	Synthesis
12	Phonotactics in language acquisition I: Infants	Jusczyk et al. (1993), Saffran and Thiessen (2003)	
13	Phonotactics in language acquisition II: Adults	Chambers et al. (2003), Saffran (2002)	
14	Student projects	Student-chosen papers	Related technical questions
15	Student projects	Student-chosen papers	Related technical questions
16	Student presentations	Student-written papers	

References

- Chambers, K. E., K. H. Onishi, and C. Fisher (2003). Infants learn phonotactic regularities from brief auditory experience. *Cognition* 87, B69–B77.
- Chomsky, N. and M. A. Halle (1968). *The sound pattern of English*. Cambridge, Massachusetts: MIT Press.

- Davidson, L. (2006). Phonology, phonetics, or frequency: influences on the production of non-native sequences. *Journal of Phonetics* 34(1), 104–137.
- Dell, G. S., D. R. Adams, and A. S. Meyer (2000). Speech errors, phonotactic constraints, and implicit learning: a study of the role of experience in language production. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 26(6), 1355–1367.
- Dupoux, E., K. Kakehi, Y. Hirose, C. Pallier, and J. Mehler (1999). Epenthetic vowels in Japanese: a perceptual illusion? *Journal of Experimental Psychology: Human Perception and Performance* 25(6), 1568–1578.
- Frisch, S., J. B. Pierrehumbert, and M. B. Broe (2004). Similarity avoidance and the OCP. *Natural Language and Linguistic Theory* 22(1), 179–228.
- Hallé, P. A., J. Segui, U. Frauenfelder, and C. Meurier (1998). Processing of illegal consonant clusters: a case of perceptual assimilation? *Journal of Experimental Psychology: Human Perception & Performance* 24(2), 592–608.
- Hay, J., J. Pierrehumbert, and M. Beckman (2004). Speech perception, well-formedness, and the statistics of the lexicon. In J. Local, R. Ogden, and R. Temple (Eds.), *Papers in laboratory phonology VI*, Cambridge, U.K., pp. 58–74. Cambridge University Press.
- Jusczyk, P. W., A. D. Friederici, J. M. I. Wessels, V. Y. Svenkerud, and A. M. Jusczyk (1993). Infants’ sensitivity to the sound pattern of native language words. *Journal of Memory and Language* 32, 402–420.
- Massaro, D. W. and M. M. Cohen (1983). Phonological context in speech perception. *Perception and Psychophysics* 34(4), 338–348.
- McQueen, J. M. (1998). Segmentation of continuous speech using phonotactics. *Journal of Memory and Language* 39, 21–46.
- Moreton, E. (2002). Structural constraints in the perception of English stop-sonorant clusters. *Cognition* 84, 55–71.
- Pitt, M. A. (1998). Phonological processes and the perception of phonotactically illegal consonant clusters. *Cognition* 60, 941–951.
- Prince, A. and P. Smolensky (1993). *Optimality Theory: constraint interaction in generative grammar*. Department of Linguistics, Rutgers University.
- Saffran, J. R. (2002). Constraints on statistical language learning. *Journal of Memory and Language* 47, 172–196.
- Saffran, J. R. and E. D. Thiessen (2003). Pattern induction by infant language learners. *Developmental Psychology* 39(3), 484–494.
- Stevens, K. N. (1999). *Acoustic phonetics*. Cambridge, Massachusetts: MIT Press.

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: 27301 **Addition**

	OLD	NEW
Course ID:	MATH597	MATH597
Effective Term:		Fall 2010
Title(Long):		Topics in Applied and Computational Mathematics
Title(Abbv.):		Topics in Appl &Comp Mat
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (3 hours)
Credit Repeatable:		Repeatable within term - 3 hours
Pass/Fail Grade Type:		
Additional Components:		
Restrictions:		
Description:		Topics may include methods and models for application to biology, fluid dynamics, materials science, medicine, or the social sciences.
Justification:	Faculty members in applied mathematics will offer courses with interdisciplinary applications that will be of interest to undergraduates and graduate students in mathematics and related fields.	
GenEd:		
Course Details:	N/A	
Grading Info:		N/A
Reading Assignments:	N/A	

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

POLICY 327

Introduction to Entrepreneurship

revised 4/7/09

ECON 325, Fall 2009

Sections 001-004: Gardner 008, T 12:30-1:45
Section 001, Maryann Feldman, Gardner 008, R 12:30-1:45
Section 002, Buck Goldstein, Murphey 0314, R 12:30-1:45
Section 003, Julia Sprunt Grumbles, Bingham 101, R 12:30-1:45
Section 004, Lowry Caudill, Bingham 108, R 12:30-1:45

• • • •

Maryann Feldman
Email: maryann.feldman@unc.edu
Office: Gardner 202
Phone: 962-0674

Buck Goldstein
Email: buck_goldstein@unc.edu
Office: Gardner 207
Phone: 966-3682

Julia Sprunt Grumbles
Email: juliasprunt@aol.com

Lowry Caudill
wlcaud@email.unc.edu

Genny King
Teaching Assistant
Email: Genny.King@unc.edu
Office: Gardner 200D
Phone: 843-8824

Tina Prevatte
Teaching Assistant
Email: Tina_Prevatte@unc.edu

Welcome to Introduction to Entrepreneurship, the "gateway" course to the Entrepreneurship Minor. We thought it would be helpful to explain what we are seeking to accomplish in the course, how it will be organized and what is expected of you. We have also set forth assignments and readings - but expect change as we go along. After all, this is a course on entrepreneurship.

The Course.

An entrepreneur has been defined as one who identifies an opportunity, gathers the necessary resources, creates a venture and takes on ultimate responsibility for its success. This course, the gateway offering for the Minor in Entrepreneurship, will create an historical and intellectual context for understanding the entrepreneurial process, examine the sources and process of developing opportunity, explore the different kinds of entrepreneurship (commercial, social and artistic) and introduce the basic skill sets required of all entrepreneurs.

We plan to employ a number of approaches in this class. All have one thing in common: your active participation. This is not a course for the reticent or the faint of heart. We will employ "the case method" which is totally dependent on active class participation. We will also engage in strategic planning and class debates. You will be asked to do a number of in-class presentations as a member of a team and this will require you to develop a number of entrepreneurial skills. Finally, we will have a number of entrepreneurs as in-class speakers and you will be expected to be well prepared with thoughtful questions and issues to pose to these visitors. As you can see from the syllabus we plan to use a variety of materials including a number of books, cases, articles and at least one film. All of these materials are topical and on point. You should read them carefully and take them seriously.

How You Will Learn.

Grading in the course will be as follows:

1. Discussion (20%). By completing the assigned reading, preparing for each class and actually participating in class discussion you will sharpen your analytical skills and learn from your classmates. If you don't participate you will miss out on an important part of the class experience. You should also be respectful of all members of the class; we will all benefit from broad-based participation.

One way that we will be measuring your level of preparation for each class discussion is through the administration of brief computer surveys. You will be required to complete a brief survey before 12am of the previous day of most discussion classes. The survey will be emailed to you in advance and will typically require a one paragraph response. Responses will be graded on a Pass/Fail basis. If no response is entered this will count against the class participation portion of your grade. Class participation will account for 20% of your grade.

2. Interaction with Speakers. We plan to have six accomplished speakers during the semester. All of you will have a chance to engage them during class. Some of you will have an opportunity to have lunch with one of them or talk with them after class. Take advantage of the opportunity. Getting to know accomplished entrepreneurs is one of the best ways to become one.

3. Class Presentations (30%). You will each be assigned to a team that will make two class presentations during the semester. This will require a significant amount of work outside of class. You will be involved in both generating the substantive ideas for the presentation and in creating and delivering the presentation itself. Making the "pitch" is an important part of entrepreneurship and these presentations will give you a chance to begin developing this skill. Class presentations will count for 30% of your grade.

4. Exam (25%). The only exam in the course will be the final exam. It will be designed to be a learning experience as well. We will let you know in advance what to expect and we will give you an opportunity to employ what you have learned in class to one or more practical problems. In short, we will give you an opportunity to think like an entrepreneur while employing the perspective and set of skills you have acquired in the classroom. The final exam will comprise 25% of your final grade.

5. Written assignments (25%). During the course of the semester there will be a number of short written assignments. These written assignments will count for 25% of your course grade.

What We Hope You Will Learn.

1. To apply a theoretical framework to practical problems;
2. To understand what it takes to be an entrepreneur;
3. To determine if you are an entrepreneur; and
4. To recognize the problems all entrepreneurs face and how to think about solving those problems.

What We Expect of You.

1. Attendance: We expect you to attend all class meetings unless you must be absent because of illness or an unavoidable problem. Notify your professor or the class assistant in advance if you must miss a class, and talk with us in person after you return.

2. Participation: We cannot emphasize enough the importance of participation in every aspect of this class. There is no way to learn the skills we are seeking to teach you without becoming actively engaged in all aspects of the class. We understand that different people participate in different ways, and therefore we will take into account both class discussion and discussion board posts when evaluating overall class participation. Entrepreneurship is not a spectator sport and you cannot become an entrepreneur (or, equally important, learn you are not an entrepreneur) by sitting on the sidelines.

What You Can Expect of Us.

We'll try to be well prepared for each class, answer your questions (there are no dumb questions) and facilitate discussion so that everyone who wants to participate has an opportunity and even those of you who are reluctant are encouraged. In short, we want you to succeed in this course and we want to pave the way for your participation in the remainder of the courses in the Minor. We want you to come away feeling like you have

received as much back as you have put in.

The Minor.

Students who plan to complete their internship during the summer of 2008 must:

- Attend two meetings during the course of the semester (Tuesday, September 8th at 6:30pm & Tuesday, November 3rd at 6:30pm)
- Submit your internship interest form and resume by 5pm on Sunday, November 29th.
- Attend an individual meeting with the Internship Director, Genny King, during the semester to discuss your internship placement.

The Readings.

- Bygrave and Zacharakis, eds. The Portable MBA in Entrepreneurship, Third Edition, 2004 (Bygrave in the schedule)
- Peter F. Drucker. Innovation and Entrepreneurship. Harper Business, 1985. ISBN 0-88730-618-7 (Drucker in the schedule)
- UNC Course Pack. (Cases in the schedule identified by case number or title)
- Optional or suggested reading will also be listed. Additional reading material may be assigned and will be posted on the course blackboard site.

The Schedule. (Subject to revision, any changes in the schedule will be posted on the course Blackboard site.)

Class	Date	Topic	Reading	Assignment
Introduction				
1 T	8/25	Introduction: <i>Introduce instructors and announce classroom locations for Thursday</i> October Sky	Bygrave, Chapter 1	Complete web "bio" before class and post to Digital Dropbox.
2 R	8/27	First recitation meetings: Overview of Class and Minor, Explanation of grading and assignments. How to Prepare a Case.	Course Pack: "A Note on Case Learning" by E. Raymond Corey	Look at the Web Bios for all classmates in your recitation section.
Opportunity & Examples of Entrepreneurship				

3 T	9/1	Innovation and Entrepreneurship. Announcement: Women's Entrepreneurship Group	Drucker: p 21-132 Blackboard: "The Human Touch That May Loosen Google's Grip" by Randall Stross and "The Silver Lining to Impending Doom" by G. Pascal Zachary	
4 R	9/3	Commercial Entrepreneurship Case Study	Course Pack: "Michael Dell: Winning on the Demand Side of the Information Revolution" by Nancy F. Koehn Dell updates on-line	Question on Dell case
5 T	9/8	Identifying opportunity: Jud Bowman		
6 R	9/10	Social Entrepreneurship Case	Course Pack: "The Aravind Eye Hospital, Madurai, India: In Service for Sight" by Kasturi Rangan	
Strategy				
7 T	9/15	Michael Porter and Strategy	Course Pack: "What is Strategy?" by Michael Porter	
8 R	9/17	Strategy Case	Course Pack: "Southwest Airlines 2002: An Industry Under Siege" by James L. Heskett Southwest updates on-line	Question on Southwest Air case
9 T	9/22	Marketing & brand: Kim Jones from Spanx?		Assignment 1: Write a one page paper identifying a promising opportunity due and posted in digital dropbox before class.

10 R	9/24	Presentations and Team Formations		Read classmates opportunity papers and be prepared to present your opportunity and vote on potential projects
11 T	9/29	Ted Levitt and Marketing	Course Pack: "Marketing Success Through Differentiation – Of Anything" by Ted Levitt "What Business are you in?" by Ted Levitt Bygrave Marketing Chapter	
12 R	10/1	Marketing Case	Course Pack: "Discovering New Points Of Differentiation" by Ian C. MacMillan and Rita Gunther McGrath	Question on differentiation
Marketing				
13 T	10/6	Social Entrepreneurship: Catherine Rohr OR Molly Barker	Blackboard: "What Is Social Entrepreneurship" by Greg Dees and "Make Money, Save the World" by Stephanie Strom Course Pack: "Creating Sustainable Value," by Stuart L. Hart and Mark B. Milstein	
14 R	10/8	Team presentation of opportunity		
Entrepreneurial Finance				
15 T	10/13	Accounting background Review of what's important: The Three Financial Statements	Bygrave: Chapter 5	Assignment 2: due and posted in digital dropbox
16 R	10/15	Case 1	Course Pack: "Fenchel Lampshade Company" by William A. Sahlman	
17 T	10/20	Accounting background 2		
	10/22	Fall Break: No class		

18 T	10/27	Financing Entrepreneurial Ventures	Bygrave: Chapters 6, 7.	
19 R	10/29	Analyzing and Investment Opportunity	Course Pack: "Securities Online, Inc." by Jeffrey Timmons	Assignment 3: Would you invest in Securities Online and Why? Post in Digital Dropbox
20 T	11/3	Entrepreneurial Finance Speakers: Gary Mueller & Keith Jarrett		
21 R	11/5	Execution	Course Pack: "Starbucks: Delivering Customer Care" by Youngme Moon & John Quelch	Assignment 4: Evaluating Starbucks Execution—See Blackboard for Details
Execution and Ethics				
22 T	11/10	Hard Ethical Decisions: Smartest Guys in the Room		Work on class presentations
23 R	11/12	Ethics	Use movie as the basis for class discussion on Ethics	Work on class presentations
24 T	11/17	Speaker: Anson Dorrance		
25 R	11/19	Summing Up—A Discussion on The Most Important Lessons From the Course and How They Might Impact the Group Presentations		Work on Class Presentations
26 T	11/24	Liquidia Management Team Panel		
	11/26	Thanksgiving No class		10 Minute Presentations (see detailed team assignment)
27 T	12/1	Student Presentations Feldman- Goldstein- Caudill- Grumbles-		10 Minute Presentations (see detailed team assignment)
28 R	12/3	Student Presentations		10 Minute Presentations (see detailed team assignment)

29 T	12/8	Presentation Bakeoff (with prize)		
-----------------------	------	-----------------------------------	--	--



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

**PLCY 590.002 (PLCY 575)
SCIENCE AND PUBLIC POLICY:
THE SOCIAL, ECONOMIC, AND
POLITICAL
CONTEXT OF SCIENCE
SPRING 2009
Wilson 128, Wednesday 2-4:50**

Instructor:	Maryann Feldman
Address:	Abernethy 209
E-mail:	maryann.feldman@unc.edu
Homepage:	http://www.maryannfeldman.com/
Phone:	919 962-0674
Office Hours	Tuesday, 3-5, and by appointment
Class Schedule:	Wednesday, 2-4:50
Class Location:	Wilson 128

COURSE DESCRIPTION: This course provides an introduction to the study and analysis of science policy. Government played a small role in the support and oversight of science prior to WW II. The situation changed dramatically with the war effort, the subsequent Cold War and focused government initiatives like the War on Cancer. This course explores how these events transformed the role of science in American life and changed how science relates to industry and economic development. Topics covered include the mechanisms (and politics) of allocating scientific resources, the commercialization of academic discoveries, evolving university-industry relationships; the regulation of emerging technology, decision-making in the face of scientific uncertainty; and, how consensus is achieved on controversial scientific issues.

COURSE REQUIREMENTS: This is an advanced undergraduate and graduate course. The class involves a combination of lectures by the professor and outside speakers, presentation by students and discussion. Students must be prepared to engage in discussion and present arguments on the policy questions presented by the readings. Class participation will count as 15% of the final grade. The participation grade will be based on the quality of participation, not quantity.

Attendance Policy

Class attendance is mandatory and will be considered as a factor in the participation grade. Students who cannot attend a class should advise the professor by email. Students may receive credit for a missed class if 1) the absence is for a legitimate reason (i.e., illness, religious observance, serious personal matter, and representation of the university) and 2) the student writes a short one to two page essay on an issue raised by the readings for the missed class.

Any student that is absent for an extended period (more than two classes in a row) should obtain a Dean's letter to explain the absences.

Policy Memoranda

Three short policy memoranda will be assigned throughout the semester to provide students the opportunity to consider the material in greater depth. The policy memoranda should be about 3 -5 pages in length. The format will be discussed in class.

These memoranda will be individual assignments and are due at the beginning of the class for which they were assigned. Each memorandum will count as 10% of the final grade - so, in total, these assignments will count for 30% of the course grade.

You will sign up for your 3 topics on the first and second days on class.

Lateness

Papers are due at the beginning of class. One grade (i.e. B+ to B) will be deducted for each day of lateness. The day begins as 12:00 midnight, so a paper that is due in class on Wednesday at 2:00, but not handed until 12:01 AM Thursday, will be two days late.

Re-writes

If you are unhappy with your grade on any of the three policy memoranda, a re-write option is available. Re-writes for memoranda are due one week after they are returned to the students, unless otherwise announced by the professor. The grade for a re-written paper will be the average of the initial grade and the re-write grade. There is no guarantee that the re-write grade will be higher than the initial grade. Re-writes that simply re-structure sentences commented on by the professor in the initial grading without dealing with the overall broader comments on the paper will not receive a higher grade on the re-write. Students are encouraged to speak or meet with the professor before re-writing a paper.

Midterm Exam

There will be an in-class mid-term exam on Wednesday, March 4, starting at 3:30. The first half of that day's class will be a review session. The midterm exam will account for 25% of the final grade for the course.

Final Paper Take-Home Exam

There will be a final paper in lieu of a final examination. The paper will be based on an assigned prompt. No research beyond the course readings will be necessary. The final paper should be 10-15 pages in length. The essay will be due on May 5. The final essay will count as 30% of the course grade. Each student will present a review of their final paper to the class at scheduled date of the final exam.

GRADE DETERMINATION:

Class participation:	15%
Policy Briefs (3 @ 10%)	30%
Mid-term Exam	25%
Final Term Paper (10-15 pages in length)	30%

GRADUATE STUDENT ALTERNATIVE:

Graduate students may opt for a literature review in lieu of the midterm exam and a research proposal to the National Science Foundation in lieu of the final term paper. The Science of

Science and Innovation Policy or a similar program should be your target (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501084&org=EHR&from_org=HER).

Graduate students who select this option should schedule an appointment to talk with the professor about their topic choice prior to February 11.

Course Outline

Class	Date	Topic	Speaker
1	January 14	Definitions & Models	
2	January 21	History of Science Policy: Post-War to 1980	
3	January 28	History of Science Policy: 1980 to Present	
4	February 4	Institutions & Actors	
5	February 11	Funding Science & Making Policy	
6	February 18	Policy Mechanisms	
7	February 25	The Scientific Workforce	
8	March 4	Mid-term exam	
	March 11	Spring Break	
10	March 18	Patents, Technology Transfer and Drug Discovery	Lisa Goble (Patenting Processes in Technology Transfer) Cathy Innes (Licensing University Inventions and Deal Flow) Dr. Rudy Juliano (Drug Discovery)
11	March 25	The Potential and Pitfalls of Genomic Medicines	Bob Cook Deegan, Director, Duke University Center for Genome Ethics, Law & Policy
12	April 1	The energy/environment nexus: Meeting Energy Demands while maintaining Environmental Integrity	Pete Andrews, Public Policy Tom Meyer, Chemistry
13	April 8	Medicines for the Developing World: AIDS, Africa and ethical licensing	Thomas Mercolino, PhD VP Business Development, Global Vaccines, Inc.
14	April 15	Scientific Literacy: Educating the population on issues of S&T policy	Todd R. Boyette, Morehead Planetarium Stephanie Schmidt, UNC

15	April 22	Conference on the Larger Role of Universities in Economic Development	Program available at http://publicpolicy.unc.edu/?q=node/177
16	April 28	Nanotechnology	
17	May 5	Final essay due	

COURSE MATERIALS:

National Science Board 2008, *Science and Engineering Indicators 2008*, Arlington, VA: National Science Foundation. (Note: This entire book is available for free in PDF at <http://www.nsf.gov/statistics/seind08/pdf> or <http://www.nsf.gov/statistics/seind08/pdfstart.htm>). Referred to as Science Indicators 2008 in the syllabus.

Homer A. Neal, Tobin L. Smith, and Jennifer B. McCormick. 2008. *Beyond Sputnik: U.S. Science Policy in the Twenty-First Century*. Ann Arbor: University of Michigan Press. Referred to as Sputnik in the syllabus.

Readings, updates and announcements will be posted on UNC Blackboard. Students are also encouraged to post materials to share with the class.

Advanced readings are provided for graduate students. These readings would constitute a portion of the set of readings for field qualifiers in Public Policy. The readings are provided to help build a reference library for other students.

DETAILED COURSE OUTLINE

1 January 14 Definitions & Models

Readings:

Science Indicators 2008, Overview Spuntik, Chapter 1

Advanced Readings:

Garfield, Eugene, "Will the Real Science Policy Please Stand up? Forays into the History and Realm of Science Decision making", *Current Comments* 47, (1998).

Pelke, Roger, *Honest Broker Making Sense of Science in Policy and Politics*. Cambridge, U.K., Cambridge University Press, 2007.

2 January 21 History of Science Policy: Post-War to 1965

Readings:

National Science Board 2000, *Science and Engineering Indicators 2000*, Arlington, VA:
National Science Foundation, Chapter 1: Science and Technology in Times of
Transition: the 1940s and 1990s
(<http://www.nsf.gov/statistics/seind00/pdf/c1/c01.pdf>), p 1-20.

Bush, Vannaver, "As We May Think." *Atlantic Magazine*, July 1945.

Spuntik, Chapter 2

Advanced Readings:

Bush, Vannaver 1945, *Science The Endless Frontier*, A Report to the President by
Vannevar Bush, Director of the Office of Scientific Research and Development,
July . Washington, D.C.: United States Government Printing Office
(<http://www.nsf.gov/od/lpa/nsf50/vbush1945.htm>)

Smith, Bruce L. R. 1990, *American Science Policy Since World War II*, Washington, D.C.:
The Brookings Institution. Subsequently referred to as American Science Policy.
Chapters 1, 2, 3.

3 January 28 History of Science Policy: 1965 to Present

Readings:

National Science Board 2000, *Science and Engineering Indicators 2000*, Arlington, VA:
National Science Foundation, Chapter 1: Science and Technology in Times of
Transition: the 1940s and 1990s
(<http://www.nsf.gov/statistics/seind00/pdf/c1/c01.pdf>), 20-40.

Spuntik, Chapter 3

Stiglitz, Joseph E., "Evaluating Economic Change", *Daedalus*, Summer 2004:18-25 (W).

Advanced Readings:

American Science Policy, Chapters 4, 5, 6

Stokes, Donald, *Pasteur's Quadrant: Basic Science and Technological Innovation*,
Washington D.C.: Brookings Institution 1997.

4 February 4: Institutions and Actors

Readings:

National Science Board 2008, Chapters 5 & 6.

Sputnik, Chapter 4, 6 - 10

Advanced Readings:

Bercovitz, J. and M. Feldman, "Entrepreneurial Universities and Technology Transfer: A Conceptual Framework for Understanding Knowledge-Based Economic Development." *The Journal of Technology Transfer* Vol. 31, Issue 1 (2006): 175.

Freeman, Chris, "Continental, national and sub-national innovation systems-complimentarily and economic growth", *Research Policy* Vol. 31, Issue 2, (2002): 191-211.

Metcalfe, JS, "Technology Systems and Technology Policy in an Evolutionary Framework" *Cambridge Journal of Economics* Vol. 19, Issue 1 (1995): 25.

5 February 11 Funding Science and the Policy Making

Readings:

Sputnik, Chapters 4 & 5

Fitzpatrick, Susan M and John T. Bruer, "Science Funding and Private Philanthropy" [*Science*](#), New Series, Vol. 277, No. 5326 (1997): 621

Advanced Readings:

Rich, Michael J. "Distributive Politics and the Allocation of Federal Grants"

The American Political Science Review, Vol. 83, No. 1 (1989):193-213.

De Figueiredo, John M.P. and Silverman, Brian S., "How Does the Government (Want to) Fund Science? Politics, Lobbying and Academic Earmarks" NBER Working Paper No. 13459 (2007). Available at SSRN:

http://papers.ssrn.com.libproxy.lib.unc.edu/sol3/papers.cfm?abstract_id=1021965

Moses III, Hamilton MD, E. Ray Dorsey, MD, MBA, David H. M. Matheson, JD, MBA, Samuel O. Thier, MD, "Financial Anatomy of Biomedical Research." *JAMA* 294 (2005): 1333-1342.

6 February 18 Rationales and Policy Mechanisms

Readings:

Sputnik, Chapter 11 & 12

National Science Board 2008, Chapters 6

Advanced Readings:

Freeman, Chris and Luc Soete, "Aspects of Public Policy for Science, Technology, and Innovation," *The Economics of Industrial Innovation, Cambridge: The MIT Press (1997): 373-395*

David, Paul A. et al. "Hear of Darkness: modeling public-private funding interactions inside the R&D black box", *Research Policy* Vol. 29, Issue 9 (2000): 1165-1183

Feldman, M. P., A.N. Link and D. S. Siegel (2002). *The Economics of Science and Technology*. Boston: Kluwer Academic Publishers. (available on course electronic blackboard)

7 February 25 The Scientific Workforce

Readings:

National Science Board 2008, Chapters 1, 2, & 3

Sputnik, Chapters 15 & 16

Advanced Readings:

Merton, Robert K., "The Mathew Effect in Science", *Isis* 79 (1988): 606-623.

Archer, Stephen L., "The making of a physician-scientist – the process has a pattern: lessons from the lives of Nobel laureates in medicine and physiology" *European Heart Journal, Vol. 28, Number 4 (2007): 510-514.*

8 March 4 Review and Midterm Exam

DETAILED COURSE OUTLINE SPRING 2009

10 March 18 Patents, Technology Transfer and Drug Discovery

Readings:

Check out - autm.net

Cohen, Wesley M. "Patents and Appropriation: Concerns and Evidence" *Journal of Technology Transfer*, (2005) Vol. 30 1/2, 57-71.

Advanced Readings:

Coupé, Tom "Science is Golden: Academic R&D and University Patents" *Journal of Technology Transfer*, (2003) Vol. 28, 31-46.

11 Mar 25 The Potential and Pitfalls of Genomic Medicines

Readings:

Check out <http://genome.gov/>

Collins FS. "Shattuck lecture – medical and societal consequences of the Human Genome Project", *The New England Journal of Medicine* (1999) 341:28-37.

Collins FS, Green ED, Guttmacher AE, Guyer MS. "A vision for the future of genomics research", *Nature* (2003) 422:835-847.

Khoury, M. J., Berg, A., Coates, R., Evans, J., Teutsch, S. M., Bradley, L. A. "The Evidence Dilemma in Genomic Medicine", *Health Aff (Millwood)* (2008) 27: 1600-1611.

Advanced Readings:

Besen, Stanley M. and Leo J. Raskind, "An Introduction to the Law and Economics of Intellectual Property", *Journal of Economic Perspectives* (1991) 5(1), 3-27.

Varmus, Harold "The Art and Politics of Science", (2008) New York: W.W. Norton & Co.

12 April 1: The Energy/Environment Nexus: Meeting energy demands while maintaining environmental integrity

Readings:

Check out <http://www.energy.gov/>

Holdren, John P. "The Energy Innovation Imperative: Addressing Oil Dependence, Climate Change, and Other 21st Century Energy Challenges", *Innovations*, (2006) 3-23.

Ogden, Peter, John Podesta, and John Deutch "A Strategy to Spur Energy Innovation," *Center for American Progress*, (2008) January (W), available for download: http://www.americanprogress.org/issues/2008/01/energy_innovation.html

Advanced Readings:

Revkin, Andrew C. "Budgets Falling in Race to Fight Global Warming," *The New York Times*, (October 30, 2006) A1, A14.

Jaffe, Adam B., Richard G. Newell, and Robert N. Stavins, "Technology Policy for Energy and the Environment" in Adam B. Jaffe, Josh Lerner, and Scott Stern, eds., *Innovation Policy and the Economy*, (2004, 4) MIT Press: Cambridge, MA, 35-68.

Porter, Michael E. and van der Linde, Claus "Toward a New Conception of the Environment-Competitiveness Relationship", *Journal of Economic Perspectives*, (Fall 1995) 9(4) 97-118.

13 April 8: Medicines for the Developing World: AIDS, Africa and ethical licensing

Readings:

Barder, Owen, Michael Kremer, and Heidi Williams, "Advance Market Commitments: A Policy to Stimulate Investment in Vaccines for Neglected Diseases", *Economists Voice*, (2006) 3(3) article 1.

Kremer, Michael "Pharmaceuticals and the Developing World", *Journal of Economic Perspectives*, (2002) 16(4), 67-90.

So, Anthony et al. "Is Bayh-Dole Good for Developing Countries? Lessons from the US Experience", *Plos Biology* (2008).

14 April 15: Scientific Literacy: Educating the population on issues of S&T policy

Readings:

Science Indicators: "Science and Technology: Public Attitudes and Understanding" (2008) Chapter 7.

Scheufele, D.A. and B.V. Lewenstien "The Public and Nanotechnology: How Citizens Make Sense of Emerging Technologies", *Journal of Nanoparticle Research* (2005) 7, 659-667.

Nelkin, Dorothy, "God Talk: Confusion between Science and Religion: Posthumous Essay", *Science, Technology & Human Values*, (Spring, 2004) 29(2), 139-152.

Brooks, Harvey "Can Science Survive in the Modern Age", *Science*, (1971 October W), 174:21-30, 1.

15 April 22 Conference on the Larger Role of Universities in Economic Development

Program available at <http://publicpolicy.unc.edu/?q=node/177>

16 April 28: Nanotechnology

Readings:

Keiper, Adam, The Nanotechnology Revolution

<http://me.queensu.ca.libproxy.lib.unc.edu/courses/MECH370/lectures/documents/TheNanotechnologyRevolution.pdf>

Mody, Cyrus C. M. "The larger world of nano", *Physics Today* (2008) 61(10).

Stebbing, Margaret "Avoiding the Trust Deficit: Public Engagement, Values, the Precautionary Principle and the Future of Nanotechnology", *Journal of Bioethical Inquiry* (2009) 6(1).

Advanced Readings:

Sandler, Ronald "The National Nanotechnology Initiative and the Social Good", *The Journal of Law Medicine & Ethics* (2006) 34(4).

Advanced readings are provided for graduate students. These readings would constitute a portion of the set of readings for field qualifiers in Public Policy. The readings are provided to help build a reference library for other students.

17 May 5 Final Essay due

Presentation of final paper during final exam schedule

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: 28751 **Addition**

	OLD	NEW
Course ID:	SPCL395	SPCL395
Effective Term:		Spring 2010
Title(Long):		Seniors for Graduation
Title(Abbv.):		Seniors for Graduation
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (1 hours)
Credit Repeatable:		Not repeatable
Pass/Fail Grade Type:		Pass/Fail
Additional Components:		
Restrictions:		Include Classification - SR
Description:		Course to be used only for graduating seniors who discover a one-credit-hour deficiency, after the end of the official Add/Drop period.
Justification:	Student can add an additional hour of credit to a course in which s/he is already enrolled. If the course instructor agrees to the arrangement, the instructor will administer additional academic assignments.	
GenEd:		
Course Details:	Student can add an additional hour of credit to a course in which s/he is already enrolled. Course instructor will administer additional academic assignments.	
Grading Info:		PA/FA
Reading Assignments:	To be assigned by instructor.	

[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: 28752 Addition

	OLD	NEW
Course ID:	SPCL500	SPCL500
Effective Term:		Spring 2010
Title(Long):		Undergraduate Internships
Title(Abbv.):		UNDERGRAD INTERNSHIPS
Activity Type:		Lecture
Prerequisites:		
Crosslist:		
Credit Hour Type:	Fixed (0 hours)	Fixed (1 hours)
Credit Repeatable:		Not repeatable within term - 1 hours
Pass/Fail Grade Type:		Pass/Fail
Additional Components:		
Restrictions:		
Description:		Undergraduate internships, with approval of the Director of Experiential Education.
Justification:	Provide a Special Topics number for undergraduate internships, formerly offered as SPCL 392.	
GenEd:		Connection: Academic internship
Course Details:	Undergraduate internships, with the approval of the Director	of Experiential Education.
Grading Info:		PA/FA
Reading Assignments:	As assigned.	

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