

## **AFRICAN AMERICAN STUDIES:**

### **AFAM 051: Masquerades of Blackness**

**Charlene Register**

**TR, 9:30AM-10:45AM**

This course is designed to investigate how race has been represented in cinema historically with an emphasis on representation of race when blackness is masqueraded. In this context, the word "masquerade" means to disguise one's racial identity. This course will launch an investigative inquiry into how race is represented on the screen in various time periods, how we as spectators are manipulated by these cinematic constructions of race, how race is marked or coded other than through visual representations in it's film "innocence" . Students will be required to view designated films, participate in weekly discussions, and conduct research to gather related literature that focus in particular on the films introduced in class and in general, on racial masquerade.

## **AMERICAN STUDIES:**

### **AMST 051: Navigating America**

**Rachel Willis**

**TR, 12:30PM-1:45PM**

"I soon realized that no journey carries one far unless, as it extends into the world around us, it goes an equal distance into the world within." -Lillian Smith

This first year seminar is designed to teach students how to navigate new intellectual terrain and unfamiliar information from a variety of disciplinary perspectives through historical accounts of navigating America and physical travel. We will emphasize planning to make discoveries, actual journeys of exploration and documentation of lessons that help us navigate the past and the future. The focus on how economic resources (financial, physical, and human) have transformed exploration will be extended to our journey of scholarship. Students will create and participate in both a class trip and an individual voyage of discovery on the campus or in the surrounding community. The journey must be physical and chronicled with a documentary journal. Both journeys will be presented to the class in a medium that conveys the individual's perspective, journey and discoveries. These assignments will enable students to appreciate the views of others as well as integrate learning inside and outside the classroom.

### **AMST 057: Access to Higher Ed**

**Rachel Willis**

**TR, 3:30PM-4:45PM**

"Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." ~ Horace Mann

Access to higher education requires ability, experience, and skills. Success in application, admission, matriculation, and graduation is a function of numerous other advantages as well. This APPLES course explores barriers to access to American colleges and universities with a particular focus on disadvantages created through differences in socioeconomic circumstances. A broad survey of the college admissions process and policies concerning equitable access to higher education will be supplemented with field projects that assist others in obtaining access to colleges and universities. An active service-learning pedagogy will facilitate the development, implementation, and documentation of the team project. As a Carolina Entrepreneurial Initiative offering, this FYS has an additional goal of developing the social entrepreneurial skills of seminar students.

### **AMST 058: Cultures of Dissent: Radical Social Thought in America Since 1880**

**Jay Garcia**

**MWF, 10:00AM-10:50AM**

This course examines the history of radical social thought in American history, focusing in particular on examples from "leftist" and "collectivist" traditions. The course emphasizes the many forms radicalism has taken by exploring different radical thinkers' dissenting critiques of dominant political, economic and social arrangements. The course also attempts to reconstruct the social visions that animated radical movements by investigating uses of language, imagery and rhetorical styles. Among the topics the course will address are feminism, African American radical thought, the origins of the "Old Left," the emergence of the "New Left," anti-fascism, internationalism and environmentalism. The course content - speeches, novels, short stories, songs, films, among other forms - emphasizes the wide range of sources that offer historical insights into traditions of radical thought in American society.

### **ANTHROPOLOGY:**

#### **ANTH 051: Environmentalism and American Society**

**Dorothy Holland**

**TR, 2:00PM-3:15PM**

This seminar takes on the social problem of environmental degradation. We examine the environmental movement as a transformative process linked to changing systems of power and privilege, consumer desire, and culturally developed attachments to place and nature. Students conduct original group research project on the environmental movement in North Carolina.

## **ASIA:**

### **ASIA 056: Writing Women in Modern China**

**Robin Visser**

**TR, 12:30PM-1:45PM**

In "liberating" China from its traditional cultural practices, Chairman Mao denounced the oppression of women by famously declaring that "women hold up half the sky." One of the Communist Party's achievements was its elevation of women. As China embraces a new market economy, however, women may be losing ground. This seminar compares the rhetoric of equality between the sexes presented by late Qing, May Fourth, and communist thinkers to perspectives by women writers. We examine how several generations of women reconciled themselves to - and resisted - the expectations of women under Confucianism, Communism, and Capitalism in the twentieth century.

### **ASIA 057: Dis-orienting the Orient**

**Mark Driscoll**

**TR, 9:30AM-10:45AM**

Contemporary affairs in media/film, politics, and religion are often divided firmly into "East" and "West." In this course, we will look at the ways in which the "East" is constructed as the "Orient" in three different historical periods. Beginning with a close look at Orientalism in the recent film "Borat," we will look at the ways in which the Orient was invented in the 19<sup>th</sup>-century in European colonialism and travel writing. Next, we will analyze some popular Hollywood films of the 1950s and 60s ("South Pacific;" "Sayonara;" "Enter the Dragon") to see how Orientalism is expressed in the United States in the post-WWII period. After spending two weeks discussing the ways in which the "East" and "West" are depicted in contemporary Japanese animation, we finish the course by looking at how the "Orient" has returned in the current global "war on terrorism."

## **BIOLOGY:**

### **BIOL 081: Biologists as Entrepreneurs**

**Seth R. Reice**

**TR, 9:30AM-10:45AM**

This course will explore how and why biologists function simultaneously as scientists and entrepreneurs. To understand biologists as entrepreneurs we must start with a detailed understanding of the scientific method. Scientific and biological research is very competitive. We also need to understand how science works, including how ideas compete with one another in the court of scientific opinion. We need to understand how major ideas take hold and displace older ideas. This is all about innovations in biology. We will examine Scientific Revolutions in Biology. To be a successful biologist one must learn how to generate new ideas and sell (market) those ideas to granting agencies and journals, test those ideas and produce a research product. You will meet several biological entrepreneurs and learn from their personal stories. I will teach you how to write a

research proposal. This course will teach you about the practical, pragmatic and fascinating ways of working biologists.

## **BUSINESS:**

### **BUSI 050: Behind the Scenes: The World through Marketing Eyes**

**Nicholas M. Didow**

**MW, 8:00AM-9:15AM**

In this seminar, we'll explore our everyday world through a marketer's eyes. Our goal will be to achieve a real and practical understanding of the basics of marketing, both as a management tool and as a force in our society.

### **BUSI 051: Business Accounting**

**Edward J. Blocher**

**MW, 2:00PM-3:15PM**

Corporate financial reporting is the key means that companies have to communicate to their investors, regulators, and the general public who rely on the integrity and objectivity of these reports. Take a company you are interested in—Wal-Mart, or GM, or any company—how would you interpret the information and evaluate the trustworthiness of the report? In this course, students will develop the skills needed to examine and understand company financial reports. We do not study how to prepare financial reports, which is the topic of other accounting courses; our goal is to understand the critical elements of these reports, with a particular focus on identifying the potential for misleading and fraudulent information.

## **CHEMISTRY:**

### **CHEM 070: You Don't Have to be a Rocket Scientist**

**Malcom Forbes, Gary Glish, Ed Samulski, Gary Pielak, Mark Schoenfish & Tomas Baer**

**MW, 2:00PM-3:15PM**

Science as presented in the mass media is often shallow and misleading. Critical evaluation of news reports and claims by politicians, although daunting for the non-scientist, is not difficult if a few basic principles are applied. The underlying theme of this first year seminar is the development of the basic tools for critically examining information from, or flaws in, news reports and popular science writing. Additional readings by and about scientists are designed to present scientists and science in a more intimate context. The assigned books are: **Cantor's dilemma** by Carl Djerassi; **"Surely you're joking, Mr. Feynman": Adventures of a Curious Character** by Richard P. Feynman; **Decades of Dioxin: Limelight on a Molecule** by Warren B. Crummett; and **Zen and the Art of Motorcycle Maintenance: an Inquiry into Values** by Robert Pirsig.

## **CITY AND REGIONAL PLANNING:**

### **PLAN 057: What is A Good City?**

**Harvey A. Goldstein**

**TR, 2:00PM-3:15PM**

Do contemporary cities help us achieve our most important human and social values? Or are cities symbols of modern civilization gone amok? What makes a city "good"? Why do we prefer some cities to others? What values have brought about and underlie the contemporary American city? And what values do our cities and settlements promote? What criteria should we use for evaluating our contemporary cities and urban areas? After a brief focus on the forces that have produced the American urban landscape, we shall explore the city from the normative perspectives of a variety of urban historians, planners and architects, social scientists, social critics, and futurists, including Olmsted, Mumford, Jane Jacobs, Anthony Downs, Michael Porter, Kevin Lynch, Mel Webber, Kunstler, and Castells. We shall critically assess and evaluate each author's views of cities, as a way for each student to develop her/his own perspective about what a "good city" might be.

### **PLAN 058: Globalization and the North Carolina Economy**

**Meenu Tewari**

**TR, 11:00AM-12:15PM**

Walk down Franklin Street or into any Wal-Mart store and you will enter into the international economy of the 21st century. These days it is hard to go far without encountering someone or something that is part of a global network of production, trade, and consumption. This course examines how globalization impacts economic, political, social and spatial structures of regional and local landscapes.

Using directed readings, participative class exercises, and cases that cut across developed and developing countries, we will focus on how global pressures and economic integration is changing local economies. Specifically, we will apply the concepts we learn in class to understand the effects of globalization on North Carolina's economy. We will ask how global pressures are affecting jobs, communities, local industries and skills in the region.

## **CLASSICS:**

### **CLAR 050: Art in the Ancient City**

**Donald C. Haggis**

**TR, 9:30AM-10:45AM**

The course offers a comparative perspective on the archaeology of ancient Egypt and Bronze Age Greece (3000-1100 B.C.) exploring the public art produced by these two early Mediterranean societies: the Aegean Bronze Age palace centers of Crete and Mainland Greece and the territorial state of ancient Egypt. The goal of the course is to compare and contrast the method, media, and subject matter of public art toward an understanding of differences and similarities, and ultimately the cultures that formed them. These two interrelated cultures produced two very different forms of public art reflecting unique

cultural developments, and equally unique forms of artistic expression and urbanization. The students examine the form, style, context, and media of production, consumption and display of art, examining the definition of art as material culture and an expression of social and political values.

### **CLAS 073: Life in Ancient Pompeii**

**Monik Truemper**

**TR, 9:30AM-10:45AM**

A study of this well-preserved ancient site provides an understanding of life in an Italian town during the early Roman empire. We will study town planning, architecture, the arts, social organization, politics, entertainment, artisanry, commerce, and family life. The aim is to present as complete a picture of Roman civilization in Pompeii as the remains allow. Students assume the identity of a person who lived there (trader, slave, gladiator, doctor, or artisan) and enrich their persona throughout the semester by means of guided research.

### **CLAS 089 Writing the Past**

**Emily Baragwanath**

**MWF, 2:00PM-2:50PM**

The intersection of history-writing, cinema and fiction will be our focus as we engage with the greatest Greek historians – Herodotus, Thucydides, Polybius – against the backdrop of modern renditions of the past and of war in cinema (including Edgar G. Ulmer's *Hannibal* (1960), Peter Weir's *Gallipoli* (1981), Wolfgang Petersen's *Troy* (2004) and Zack Snyder's *300* (2007)), documentaries (including Tolga Ornek's *Gallipoli* (2005)), news footage and short stories. We will examine the strategies of each of our ancient writers in confronting challenges that remain pressing for directors, journalists and historians today. These include difficulties of conflicting perspectives, biased evidence, and the limitations of memory, as well as broader questions about the nature of historical representation. Should it present the 'warts and all' truth, or commemorate and memorialize? What balance should it strive for between informing and educating us, and providing our entertainment? Where lies the border between history and fiction? Homer's portrayal of the legendary past will supply a further touchstone.

## **COMMUNICATION STUDIES:**

### **COMM 070: Southern Writers in Performance**

**Paul Ferguson**

**TR, 2:00PM-3:15PM**

This seminar is a performance-centered class that addresses questions such as "what does it mean to be a 'Southern writer'" by focusing on the works of four prominent North Carolina writers: poets Kathryn Stribling Byer and Michael McFee, and novelists Clyde Edgerton and Lee Smith. We will read multiple works by each author, adapt their work for stage, participate in discussions with each of the authors (who will visit the seminar), and perform in three public performances. Students will rehearse performances with the professor and other students

collaboratively, engage the works and write about them critically, as they reflect on the theory and practice of literature in performance.

**COMM 071: Conflict, Culture and Rhetoric: The Search for Peace in Northern Ireland**

**V. William Balthrop**

**TR, 11:00AM-12:15PM**

This seminar will explore culture, conflict, and rhetorical practice through an extended case study of the conflict in Northern Ireland. The discourse will include speeches, pamphlets, political flyers, music, poetry, fiction, film, and graffiti.

**COMM 085: Think, Speak, Argue**

**Christian Lundberg**

**TR, 2:00PM-3:15PM**

This is a course in learning to think more critically, speak more persuasively, and argue more effectively by focusing on practical skill development in reasoning and debate. During your time at Carolina you will obviously sharpen your thinking, speaking and argument skills in the course of your normal class work, but this will happen more or less indirectly. In this course we will focus directly on improving each of these skills. You will learn to think more critically by reflecting on the work of philosophers who deal with reasoning and informal logic, to speak with conviction and clarity through hands-on learning about the tradition of rhetoric, and to argue more effectively by debating the pressing issues of our day. The skills you will hone in this course will make you more effective as a student, in your chosen vocation, and as a citizen in an increasingly complex global public sphere.

**COMPUTER SCIENCE:**

**COMP 060: Robotics with LEGO**

**Henry Fuchs**

**TR, 11:00AM-12:15PM**

We will explore the process of design, and the nature of computers, by designing, building and programming LEGO robots. In the classroom we will read and discuss key papers from the beginnings of the computer age to help us understand the machine and our system creations. In the lab we will learn how to use computers to read sensor values and to control actuators. At the end of the semester, we will hold a competition to evaluate our robots. Previous programming experience is not required.

**COMP 066: Random Thoughts**

**John Halton**

**TR, 12:30PM to 1:45PM**

This seminar explores in depth the notions of "randomness" and its antithesis, "structure." What does "random" mean? How can we test hypotheses of randomness? How do computers generate "random" numbers and just how random are they? How are random numbers used in simulation and image processing? Is the addition of random noise to a signal always bad for perceiving the signal's

content? (The answer is no!) We will collectively conduct several classic experiments to explore the nature of randomness. Students will prepare short research reports from a list of topics, and will present their findings to the seminar. Each student will also select from a list of computational experiments to perform. Computer programming skills will be helpful, but are not required. Grades will be based on participation in class discussions, research papers and presentations, and a final exam.

## **DRAMATIC ART:**

### **DRAM 084: The Inherent Qualities of Theatrical Space**

**Robert Long**

**TR, 2:00PM-3:15PM**

This course examines the tangible and intangible elements that contribute to the theatricality of space. How do spaces that are not traditional theaters possess or create a sense of theatricality? How does a space inform or affect what goes on inside it? Students will visit many of the traditional and non-traditional spaces used for performances and presentations on the UNC campus; will read primary source material discussing aspects of the theatrical space; will meet with theatre directors and designers from the Playmakers Repertory Company to discuss aspects of performance space. The students will divide into working groups to research a selected scene and choose a non-theatrical space in which they will perform the scene. Students will also rehearse and perform the scene on the stages of the Paul Green Theatre and Kenan Studio Theatre and note the differences in the experience of the performers and audience in a traditional theatre versus the non-theatrical space.

## **ECONOMICS:**

### **ECON 054: The Entrepreneurial Imagination: Turning Ideas into Reality.**

**Buck Goldstein**

**TR, 12:30PM-1:45PM**

An entrepreneur has been defined as one who identifies an opportunity, gathers the necessary resources and creates and is ultimately responsible for the performance of an organization. What are the skills and competencies that great entrepreneurs have in common and how might first year students begin to acquire such skills? This course will answer the question by combining a study of the writings of leading scholars on innovation and entrepreneurship with analytical case studies on successful entrepreneurs. This introductory work will lead to the identification of key success factors (examples might include financial acumen, passion and operational skills) and the remainder of the seminar will be dedicated to understanding these factors using a set of case studies and other written materials combined with conversations with accomplished entrepreneurs. In addition, each seminar participant will participate in a team-based project that takes an idea and turns it into a detailed plan. These projects might involve a start-up business, a new organization that fosters social change or an initiative in the arts or education.

## **ECON 055: The Economics of Sports**

**Rita A. Balaban**

**MWF, 2:00PM-2:50PM**

Many Americans enjoy watching and/or participating in sporting activities. The popularity of collegiate and professional sports, however, stems beyond the talented athletes and the fierce rivalries. Economic decision making has played a key part in its success. This course uses a variety of economic tools to analyze selected topics and issues related to professional and collegiate athletics. Some of the questions to be considered follow. How have the structure and organization of leagues contributed to their success? What role should communities play in retaining or attracting teams? How much should professional athletes be paid? Do owners prefer profits over wins? Does discrimination exist in college sports? Has doping helped or hindered the popularity of sports? Upon completion of this course, you will enjoy watching sports through the eyes of an economist.

## **ENGLISH:**

### **ENGL 064: Ethics and Children's Literature (Service Learning Course)**

**Laurie Langbauer**

**TR, 12:30PM-1:45PM**

Children's literature cuts to the heart of the reasons people really read. Children turn to books to make sense of themselves and their world. People turn to ethics when they come across central questions of existence and conduct they don't know how to answer. In this class, we will attempt to learn from children, to adopt an ethical stance toward reading from them. When I enter this book, who am I? What kind of life is possible in it? The rules of the imaginative worlds we visit compel us to face up to first questions: In stories in which the stones beneath our feet can talk, what do we mean by life? The magic that turns a baby into a pig insists that we ponder not just 'Who am I?' but what we mean by a self at all. We won't come up with answers to particular ethical debates. We will look at the way that ethical problems are formed. How can children's stories help us negotiate the difficult questions of self and other in the struggle to be human?

This course is an Ueltschi Service Learning course, so students enrolled in it will do a thirty hour service learning component, working with children in the schools, as part of our inquiry into ethics and children's literature. These placements will be facilitated by A.P.P.L.E.S. A typical project would include a couple of hours a week tutoring elementary students with reading, or writing, or in English as a Second Language. In class, every class member will find the best way for him or her to reflect on and organize this service work into a final independent project. In the past, students have done multimedia presentations (including making videos, recording music, creating Web sites, or using Powerpoint), written stories, devised a curriculum with sequenced prompts and class plans, done illustrations, conducted oral histories.

### **ENGL 089 001: Into the West**

**Randi Davenport**  
**MWF, 11:00AM-11:50AM**

Americans love cowboys. In this course, we'll take a look at the ways in which we manifest our love for this very particular kind of American hero and think about why he has had such an enduring place in the American imagination. Some might argue that the figure of the cowboy tells truths about ourselves—some troubling, some tantalizing. Others might suggest that the cowboy—and the western—have ceased to be relevant in the 21st century. Still other might claim that we remain hooked on cowboys and not always for good reasons.

In order to understand the enduring popularity of the cowboy/gunslinger, students will listen to cowboy music, watch cowboy films (*The Searchers* and *Unforgiven*), read novels and short stories featuring cowboys, and consider some historical works of non-fiction that promote ideas about the cowboy as a hero. Students will pursue group work, team up to write and produce their own cowboy film, and hear from two guest lecturers on the Marlboro Man and Buffalo Bill. Work that will take place outside of the classroom includes the screening of two films, one guest lecture, and working with the Beasley Multimedia Resource Center's professional staff to learn basic film production and post-production.

**ENGL 089 002: Economic Saints and Villains: The Entrepreneurial Spirit in Early English Literature**

**Ritchie Kendall**  
**TR, 11:00AM-12:15PM**

The rise of new economic activities--whether the birth of international banking, trading in future commodities, or the marketing of junk bonds--bring with them both excitement and trepidation. Literature about how people, both ordinary and extraordinary, go about the business of getting and spending is one way that a culture comes to terms with emergent and potentially revolutionary economic formations. This course will explore how early modern England from the sixteenth to the nineteenth centuries imagined new economic orders through plays and novels. After a brief prologue centered on Chaucer's representation of feudal men and women of business, we will examine how Renaissance plays by Marlowe, Shakespeare, Dekker, and Heywood present economic scoundrels such as Barabas and Shylock as well as heroic entrepreneurs such as Simon Eyre and Thomas Gresham. In the eighteenth century we will sample the work of Daniel Defoe who crafted a guide for early tradesmen but also produced subversive novels with dubious heroines who use sex and business acumen to acquire and lose great fortunes. From the nineteenth century, we will read two works, a little known melodrama, "The Game of Speculation," as well as the iconic "A Christmas Carol" by Charles Dickens. Both stories speculate on the compatibility of economic and spiritual success. We will conclude with a modern epilogue: three satiric films from the era of Reaganomics including Oliver Stone's "Wall Street," Mike Nichols' "Working Girl," and Jon Landis' "Trading Places." Our objective throughout will be to analyze how literary art, itself a form of economic activity, simultaneously demonizes and celebrates the "miracle of the marketplace" and those financial pioneers that perform its magic.

## **ENGL089 003: American Poetry**

**Eliza Richards**

**MWF, 11:00AM-11:50AM**

The course will explore what it means to be a poet in a democracy. Focusing on American poets from the 19<sup>th</sup> and 20<sup>th</sup> centuries, we will examine the ways poets speak “by for, and of the people” during important historical moments. We will explore the development of African American and women’s traditions in poetry; poets’ engagements with historical events and processes (westward expansion, Indian removal policies, slavery and abolition, the Civil War, industrial capitalism, globalization). The course seeks to broaden understanding of poetry’s historical and cultural role; to develop close reading skills that are crucial for interpreting and appreciating poetry; and to strengthen critical writing and thinking skills. Poets studied include Walt Whitman, Emily Dickinson, Paul Laurence Dunbar, Robert Frost, Langston Hughes, and Elizabeth Bishop.

## **GEOGRAPHY:**

### **GEOG 050: Mountain Environment**

**Stephen Walsh**

**M, 3:00PM-5:30PM**

The focus of this course is on understanding the physical geography of mountain environments and the processes that have created them, shaped them, and sustained them. There are several reasons for studying the environments of mountains: (a) they reveal integrative earth systems processes that can be readily observed and understood; (b) the processes are not oversimplified, but have spatial complexity at scales that can be readily comprehended; and (c) they also reveal human interactions with and impacts on their environment. We will explore Mountain Environments by concentrating on processes that shape the landscape, patterns that are apparent because of those active processes, and how the concept of scale (both through space and time) define the patterns that we see that are shaped by sets of scale-dependent processes. While we will talk about Mountain Environments in general, we will also focus on the specific by emphasizing a single region - Glacier National Park, Montana - as a case study site. We will explore biophysical processes shaping the landscapes of Mt. Mitchell, Grandfather Mountain, and Linville Gorge and make note of the patterns seen on the landscape that have resulted over time and captured on maps and photographs also contained within computerized databases.

### **GEOG 058: Making Myth-leading Memories: Landscapes of Remembrance**

**Stephen Birdsall**

**TR, 2:00PM-3:15PM**

Geography's primary interests include the study of the interactions between humans and the environments in which they live. For example, when a person or an event is thought by society to be especially significant and valued, ways are often sought to sustain what is valued by preserving in the landscape the memory of the person or event. This course will consider memorial landscapes that are

created from the impulse to retain some value symbolized by the person or event memorialized. We know, however, that memories can be complex and change over time. How a memorial landscape is interpreted can also change in complex ways. We will ask: What is preserved in memorial landscapes? Are some memorials more successful than others? Can one evaluate this kind of success? What does a memorial tell us about the society that created it, and what does it tell us about ourselves if the memorial's meaning has changed? What can we learn by thinking about memorials that were never created?

## **GEOLOGY:**

### **GEOL 071: Bringing Bones Back to Life: Reconstructing Vertebrate Fossils**

**Joseph Carter**

**TR, 9:30AM-10:45AM**

This course focuses on vertebrate paleontology as exemplified by fossil finds in the Coastal Plain of North Carolina, spanning the past 215 million years. Through field and laboratory studies, students will learn first-hand about the nature and diversity of ancient vertebrate life in our state. Participants will make a personal fossil collection and will collaborate on the reconstruction of one of North Carolina's most spectacular vertebrate fossils. Students who choose to take the optional lab can take GEOL 16L in the spring semester.

### **GEOL073: Global Climate Change and Global Warming: The Science and the History.**

**Jose Rial**

**MWF, 10:00AM-10:50AM**

Global warming is the most important environmental problem of the 21st century. The international scientific community agrees that the world today is significantly warmer than it was a century ago and that drastic climatic change will be common in the 21<sup>st</sup> century. This seminar explores the geologic history of global warming, its physical principles and the prospects for the future on the basis of the interpretation of its history as recorded in deep sea sediments, ice cores, tree rings and other important proxies. The students will learn to interpret these data and extrapolate them to the near future, for the world and for North Carolina. Students will discuss and debate the economic, social and political aspects of global warming, and how ours and other advanced societies are coping with the problem.

### **GEOL074: Geology of Climate Change**

**Michael Oskin**

**TR, 9:30AM--10:45AM**

Climate change, whether natural or induced by man, is an environmental process that must be dealt with in the 21st century. The purpose of this freshman seminar is to examine the problem of natural versus human-induced climate change through the 'prism' of geology and Earth history. The geologic record provides examples of the effects of past climate change from which we can learn what to expect in the future. This course will explore the evidence for past climate changes, responses of vegetation and

landscapes to changing environments, and possible consequences of climate changes we see today, by exploration and understanding of the geologic record. Students will document landscape response to pre-historic climate change through field research in a variety of natural settings, including trips to the Blue Ridge Mountains and Outer Banks.

## **GERMANIC LANGUAGES:**

### **GERM 051: Stalin and Hitler: Historical Issues in Cultural and other Perspectives**

**David Pike**

**TR, 11:00AM-12:15PM**

This course deals with critical issues, and in the broadest possible context, that dominated the twentieth century: the rise of fascism out of the carnage of World War One and the Bolshevik revolution to which the war and Czarist Russia's involvement in it helped contribute. As the semester unfolds, drawing on a variety of historical and documentary films, and literature (memoirs, novels), we will take a comparative look at singular personalities like Lenin, Stalin, and Hitler and examine the role played by such key figures in historical events of this magnitude. More towards the end of the semester, we glance briefly at the situation created in Western and Eastern Europe by the defeat of fascism and contemplate the origins and evolution of the cold war. We conclude with a consideration of the dissolution and democratization of Eastern European countries, the collapse of the Soviet Union, and, against the tragic background of the past, the general for democracy in the future.

### **GERM 058: Love in the Middle Ages**

**Katherine Starkey**

**TR, 2:00PM-3:15PM**

This seminar will examine the creation and development of the notion of love in the Middle Ages. In the course of the semester, we will read a selection of love poetry, two courtly romances, a parody of courtly love, and a treatise on love in an effort to understand the roots of one of the most pervasive concepts in the western world today: romantic love. Discussion topics will cover such topical issues as marriage, adultery, violence, power, and gender roles. Early in the semester, each student will select a topic for investigation in consultation with the instructor and will develop a strategy for research. Students will report on their progress in three stages: first a brief written proposal explaining the topic, and the plans for conducting the study; then a more fully argued class presentation in which the preliminary results of the research are offered; and finally a completed essay.

## **HISTORY:**

### **HIST 064: Gorbachev, the Collapse of the Soviet Empire, and the Rise of the New Russia**

**Donald Raleigh**

**TR, 3:30PM-4:45PM**

In 1987 Time Magazine named him "Person of the Year." In 1990 he won the Nobel Peace Prize for his role in ending the Cold War. How and why did a peasant lad from southern Russia come to rule the world's largest country and empire? Why did his revolution of perestroika, glasnost, and democratization, meant to revitalize the Communist system, result in the collapse of the Soviet empire and its breakup into fifteen successor states? This course will examine the extraordinary individual associated with these developments, and the astonishing transformations that took place while he was in power between 1985 and 1991. It will explore post-Soviet Russia's efforts at negotiating a new set of relations with the rest of the world and how post-Cold-War-Russia continues to shape our own destiny. Then it will consider how the Soviet experience both constrains and enables efforts to establish a democratic political system and a market economy in a world burdened with the threat of terrorism.

**HIST 065: Reliving Wartime: The Home Front Experience of British Society in the First and Second World Wars**

**Richard Soloway**

**R, 2:00PM-4:50PM**

Reliving Wartime is an experimental, multimedia course for first-year students designed to explore comparatively the profound experiences of people in Britain during the two world wars of the twentieth century. While the military aspects of these great conflicts are obviously basic to an overall understanding of them, the longer term impact on the culture, values and structure of British society was ultimately more important and more enduring. The major focus of the seminar will therefore be not on military history, but on how - as represented in film, photographs, art, literature, music, personal diaries, memoirs and other documents - men, women and children lived and endured the ten years of unprecedented conflict that transformed their world and in time, ours.

**MARINE SCIENCE:**

**MASC 052: Living with Our Oceans and Atmosphere**

**John M. Bane**

**TR, 11:00AM-12:15PM**

This course will introduce the student to the nature of the Earth's oceans and atmosphere, with emphasis on developing an understanding of the processes that lead to our weather patterns and global climate. Modern theories of changing weather, severe weather events, oceanic hazards, interactions between the oceans and the atmosphere, and oceanic and atmospheric changes that are linked to increasing human activity will be studied. Examples to presently active research being conducted at UNC and other institutions will be used to highlight how the above topics are investigated scientifically. Readings will be taken from: introductory meteorology and oceanography textbooks; modern articles in periodicals such as Scientific American, Nature, American Scientist, and Weatherwise; numerous websites, including those within the UNC Department of Marine Sciences; and video presentations. Classroom presentations in seminar

format and group participation discussions and debates will be utilized. There may be a short field trip or two. Visits to active research laboratories involved in marine and atmospheric projects will be made as possible. Grading will be based principally on homework assignments plus two exams.

### **MASC 058: Connections to the Sea: The Challenges Faced by Using and Living Near Coastal Inlets**

**Harvey Seim**

**TR, 12:30PM-1:45PM**

This seminar will explore the natural history of several inlets, how human intervention has altered their development, and the political challenges that have resulted. We will focus on inlets in the southeast where natural variability is a hallmark of these dynamic coastline features. Students will first document known historical changes of selected inlets and we will discuss the processes that drive natural variability. We will then examine the ways in which inlets have been stabilized and discuss the pros and cons of the mechanisms that have been used. Last will be an examination of policy decisions related to inlet maintenance and the controversies surrounding them. Group projects and presentations will constitute the bulk of the work for the class, and a field trip to the coast and a coastal inlet will be included.

### **MATHEMATICS:**

#### **MATH 058: Math and Art: Symmetry without Fear**

**Mark McCombs**

**TR, 11:00AM-12:15PM**

I will (with student input) mathematically classify (using only high school geometry) rosette patterns (such as an asterisk or a hubcap), the eight frieze patterns (such as a zigzag or a zipper), and the seventeen wallpaper patterns (such as a checkerboard or a honeycomb). Then, the students will take over exhibiting patterns from various cultures and local instances (e.g., brick patterns on the UNC campus). I will also teach how to create Escher-like patterns and students can create such patterns (using, e.g., The Geometer's Sketchpad program available for extra credit). The serious student by the end of the course will understand and appreciate how mathematicians classify things: which they consider the same and which different. Also he or she will see how visual beauty gives rise to mathematical beauty and vice-versa.

#### **MATH 067: The Mathematics of Climate Change: Can we predict the Future of our Planet?**

**Chris Jones**

**TR, 2:00PM-3:15PM**

There is widespread agreement in the scientific community that the Earth is warming. But, do we know when critical benchmarks will be reached? Planning and policy-making demand predictions of future climate change and even specific climate events. But, how reliable are those predictions? The predictions are based largely on mathematical models of the "Earth system" in varying degrees of

complexity. But, there are untold assumptions and estimations being fed into these models, so can we rely on their results? Even if we made extraordinarily good approximations to the input of these models, we know from our understanding of chaos in dynamical systems that small changes can lead to drastically different outcomes. Is it then even possible to make predictions about the future climate?

While background on climate change will be covered in this course, the emphasis will be on the issues surrounding predictability of climate events and changes. We shall consider the limitations of mathematical models in relation to making predictions. Elementary examples of chaotic behavior will be presented and we will compare deterministic and statistical models in the context of the environment. Ways of measuring and presenting uncertainty using statistical estimators will be discussed. This is an exciting scientific area where applied mathematics and statistics come together with many scientific areas in an exposed political context that is of enormous importance to us all. There is plenty of room for different viewpoints and deep thinking about how mathematics can contribute.

Considerable time will be given to open discussions in class. There will be weekly readings and each week a student will be expected to present a synopsis of the readings as part of the course requirement. Further, the students will each conduct a project related to the topic and report on it at the end of the semester

## **MUSIC:**

### **059: Twentieth Century Music and Visual Art**

**Hanna Vihova**

**MWF, 1:00PM-1:50PM**

The shift to the Information Age has led American society to wed the visual medium to the auditory. Consider, for example, the shift from the telephone to email or from recording to MTV. This interconnection of the aural and visual corresponds to an artistic phenomenon that has pervaded our century: the linking of art, music, and visual art. Thus, in studying the relationship between twentieth-century music, painting, architecture, and sculpture, we in fact study a principle of our everyday life. The course will focus on works by prominent composers and visual artists including J. Cage, I. Stravinsky, A. Schoenberg, E. Varese, M. Du Champ, W. Kandinsky, F. Kupka, P. Klee, and P. Picasso. Each class meeting will include a short overview of a musical composition and its relation to a piece of visual art. Further class discussion will be devoted to a range of issues: the correspondence between color, line, and sound; musical pieces and visual art on the same topic; meanings and styles of music notation; and the aesthetics of multi-media works. The course requires weekly reading and listening assignments; two 5-page papers.

## **PHILOSOPHY:**

## **PHIL 053H: Theories in Human Nature**

**Joshua Knobe**

**TR, 2:00PM-3:15PM**

Students in this seminar will explore a variety of issues that arise when human beings begin to reflect on our own natures, and will be introduced to some of the main theories that have been developed in response to these issues. Among the questions considered will be: 1.) Are human beings inherently good? Evil? Neither? 2) Are human beings completely material? 3) Are human beings free? 4) What is the relation between mind and body? 5) Are human beings naturally social? 6) Do genes determine human behavior? For the first ten meetings, the instructor will set the reading list. Topics for the remaining sections will be drawn from contemporary debates and will be determined by the students in consultation with the student group responsible for that session.

## **PHIL 085: Reason, Religion, and Reality in the Copernican Revolution**

**Marc Lange**

**R, 2:00PM-4:30PM**

The arguments by which Galileo and his contemporaries defended the Copernican model of the solar system (with the Earth and other planets revolving around the Sun) puzzle philosophers even today as they struggle to understand the logic of testing scientific theories. Was Copernicanism genuinely well-supported by Galileo's evidence? Or was the Church justified at the time in regarding Copernicanism as just one among many fairly successful techniques for predicting the night sky's appearance? Could Galileo argue for his telescope's reliability and use mere thought-experiments to defend Copernicanism? To grapple with these issues, we will explore some philosophical accounts of theory testing. Ultimately, we will gain a more nuanced conception of scientific reasoning and of how scientific revolutions occur.

## **PHYSICS:**

### **PHYS 054: "From the Matrix to Mission Impossible: Physics in Movies"**

**Christian Iliadis**

**TR, 8:00AM-9:15AM**

Why does physics matter in everyday life situations? How can we comprehend the physics shown in movies? Which situations shown in movies are unphysical? How are physicists portrayed in movies? And, finally, how does physics research influence society? These are the main questions we will address during the course. Ultimately, we will gain a more fundamental understanding for physical concepts and how these concepts may shape our world view.

## **POLITICAL SCIENCE:**

### **POLI 054: The American Worker: Sociology, Politics and History of Labor in the U.S.**

**Michele Hoyman**

### **T, 3:00PM-5:50PM**

This course is an introduction of labor unions in the United States. Among other subjects, the course will cover these five "wonders" of labor in America: 1) I wonder if unions are dead?; 2) I wonder why only 11% of the workforce is unionized, when much higher numbers of workers respond that they would like to be represented by unions?; 3) I wonder why citizens (and the media) perceive unions to be narrow economic actors, when they are political and community actors?; 4) I wonder why public sector labor laws differ state by state?; 5) I wonder why there is no labor party in the U.S. as there is in Europe? This course is a highly interactive seminar in which we write, think about and discuss the above issues, as well as the key concepts from labor law and a glimpse of labor history. There is no traditional final exam and there is no huge research paper. There are many small assignments, short papers and reaction papers of one page length on each week's reading and there is a quiz covering the key terms from labor law. One of our projects will be to conduct as a group an oral history interview and then write it up. It will be on a labor union member or leader. We will also watch and critique a couple of films about famous strikes or campaigns. It should be hard work but also fun.

### **POLI 058: Global Production and Workers' Rights: North Carolina, Latin America and East Asia**

**Layna Mosley**

#### **TR, 11:00AM-12:15PM**

This course explores the politics of economic globalization, with a focus on the relationships among trade, multinational corporations, and workers' rights. We consider how industries in North Carolina (textiles, furniture, and technology) have been impacted by the relocation of production (both to and from North Carolina), and the politics surrounding trade and investment policy in the state. We then compare North Carolina's experience with that of two regions and industries in the developing world -- the textile sector in Mexico (and elsewhere in Latin America) and the technology sector in China (and elsewhere in Asia). The course begins with an overview of the economic rationale for trade and foreign direct investment, as well as review of trends in trade openness and multinational production. It then suggests several ways in which economic globalization can lead to political mobilization, both for and against greater openness. We spend the remainder of the course considering three cases of the globalization of production, with an eye toward understanding how economic transformation in North Carolina compares with the transformations taking place elsewhere in the world, and what the benefits (and costs) of such transformations are. No background in economics is necessary.

### **POLI 060: Terrorism**

**Timothy J. Mckeown**

#### **TR, 11:00AM-12:15PM**

The attacks of September 11, 2001 have once again focused attention on the use of terror in international politics. Terror has been used repeatedly, sometimes by individuals, often by governments, as a tool for obtaining favorable results. This course will address the nature of terror and its use by private individuals and by governments. We will be particularly concerned with claims that the U.S. is facing a

new situation, arising from the diffusion of certain technologies, globalization, and the changing nature of the international system. We will also explore the current and historical policy responses to terror, not only in the U.S., but in other countries.

### **POLI 062: Power Politics**

**Terry Sullivan**

**Wed, 4:00PM-7:00PM**

The use of political power stands at the center of our experiences in an organized society; yet we know little of how successful leaders exercise their influence. For the most part, leaders carry on the business of power out of the limelight, in controlled circumstances, and away from observation. Students listen to confidential records of presidential bargaining between the administration and member of Congress, and heretofore-secret recordings of phone conversations between the President and other leaders in order to assess their persuasive tactics.

### **POLI 065: Pressure and Power: Organized Interest in American Politics**

**Virginia Gray**

**TR, 2:00PM-3:15PM**

Enron, the Sierra Club, the National Rifle Association, the University of North Carolina, and the Allied Underwear Association--what do they have in common? They are all interest organizations that employ lobbyists in Washington, D.C. As social scientists we can use a common framework to analyze these and other organized interests: why are there so many of them; where do they come from; are they ruining democracy; can there be democracy without groups; what can we do about groups? Each student will select an interest group to track throughout the semester; a series of Web-based assignments will culminate in an analysis paper. Other assignments will involve watching "West Wing," participating in a debate, and group generation of reform proposals.

### **PSYCHOLOGY:**

#### **PSYC 058: The Psychology of Mental States and Language Use**

**Jennifer Arnold**

**TR, 2:00PM-3:15PM**

As adults we constantly make judgments about other people's beliefs, desires, goals, knowledge, and intentions from evidence like eye gaze and inferences from their words and actions. These judgments together can be called mentalizing, mindreading, or theory of mind (where "theory" refers to the theory an individual might hold about another's mental state, not a scientific theory). This information is known to guide some aspects of language use -- for example, you wouldn't ask someone to hand you "that book" if they don't know it exists. But some of the finer processes of language comprehension or production may proceed independently of these judgments, especially if they are too complex to happen quickly. This course examines a set of phenomena known as mentalizing, or theory of mind, and how it affects the development of language, adult language use, and

the language of autistic individuals, who are known to have difficulty reasoning about others minds. This seminar will follow a discussion format.

### **PSYC 061: Drug Addiction: Fact and Fiction**

**Rita Fuchs Lokensgard**

**M, 3:00PM-5:20PM**

This course will focus on the following interesting questions related to drug addiction: Are media depictions of drug addiction accurate? What are the beneficial and harmful psychological and physiological effects of marijuana (THC), heroin, cocaine, nicotine, alcohol, LSD, magic mushrooms (psilocybin), and ecstasy (MDMA)? What has scientific research revealed about the brain on drugs? Are drug-associated objects and places important in the addiction process? Do most users become addicts? How does our conceptualization of addiction influence treatment and policy development? Has the "war on drugs" been successful? We will tackle these questions through classroom discussions, lectures, guest lectures, movies, writing assignments, and a visit to a research lab and a treatment facility.

### **PUBLIC POLICY:**

#### **PLCY 055H: The American University: Policy and Practice**

**Margaret Jablonski**

**R, 2:00PM-4:30PM**

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

Students will be expected to write an original analysis of university policy and make recommendations on real issues of administrative practice. This course will be interactive, with the expectation that all students engage in discussions in class and participate in a group project.

### **RELIGIOUS STUDIES:**

#### **RELI 065: Myth, Philosophy, and Science in the Ancient World**

**Zlatko Plese**

**TR, 12:30PM-1:45PM**

This interdisciplinary course explores various, often conflicting ways of shaping reality in the ancient world - religious, scientific, and philosophical. The course is organized around a series of case studies: (1) creation and organization of the world; (2) origins of mankind and sexual differentiation; (3) invention of the 'self'; (4) the origin and nature of dreams; (5) foundations of law, justice, and culture. Short papers, in-class discussions, and oral presentations will be used to

reconstruct the complex intellectual world of the natural scientists, philosophers, oral story-tellers, ethnographers, and cultural historians throughout the ancient Mediterranean world. Readings include Near Eastern mythical narratives and Homeric poems and hymns; selections from the Presocratic philosophers and Plato's dialogues; works from the Hippocratic medical corpus and Galen's medical treatises; and a number of religious texts from the Hellenistic period, Early Christianity, and Late Antiquity.

## **ROMANCE LANGUAGES:**

### **ROML 056: Italians in Search of Harmony**

**Ennio Rao**

**TR, 12:30PM-1:45PM**

This course explores the concept of harmony in selected Italian writers, from Dante to contemporary writers. In the 14th century, Dante dreamed of a universal empire that would assure peace on earth, thus allowing mankind to pursue knowledge and wisdom and to achieve the ultimate harmony in the next world: the natural reunion of creature and creator. Dante himself directs his readers to interpret the journey of the pilgrim in the Divine Comedy as Everyman's quest for transcendental harmony with God. This quest for harmony is characteristic of many Italian writers, from Petrarch to Leopardi, to many contemporary poets, novelists, and film directors.

### **ROML 057: Nature in Latin American Literature: Ecology, Gender, Race, and Other Issues**

**Alicia Rivero**

**TR, 11:00AM-12:15PM**

Concerns about nature that appear in Latin American literature are usually overlooked, yet they are an important window to understanding the peoples, cultures, history, politics, societies, and development in the region. Through lectures, participatory and fun activities (such as debates, discussions, skits, a mock conference, group and pair work, etc.), and audiovisuals, we will explore the following themes: (I) the ecology, colonization, resistance, and survival of Native Americans; (II) economic development and the destruction of the environment; (III) environmental racism and justice; (IV) nature viewed as woman and as Other; woman seen as nature and as Other. We will probe what "Otherness" means when applied to women, minorities, and nature; all of them are interrelated in patriarchal culture, which perceives them negatively. This culture, inherited by Latin America from its European conquerors, was perpetuated during the colonial period and persists in varying degrees until modern times, for example, in such traditional male and female gender roles as machismo and marianismo, respectively. We will plumb how our authors criticize such stereotypical views and racial prejudice, while they celebrate difference and nature as a protagonist in their selected short stories, poetry, a testimonial autobiography, and a novel. The 20th Century, Latin American works we will examine in English were written by renowned authors of different races and genders who come from several Spanish-speaking countries and Brazil, as well as by a Latina -- a Chicana (Mexican-American) -- writing in the US: Menchú, Quiroga, Fuentes, Bombal, Castillo, Lispector, Burgos, and Arreola.

## **SOCIOLOGY:**

### **SOCI 054: Good Jobs, Bad Jobs, No Job: Work in 21st Century America**

**Arne Kalleberg**

**TR, 2:00PM-3:15PM**

Will examine the nature and meaning of work in America at the beginning of the 21st Century. We will seek to answer questions such as: What are the main changes that are currently taking place in work and jobs in the United States? Why are some jobs "good" and others "bad"? What explains the growth of temporary work and why do so many people work as temps? Why are so many companies downsizing their workforces? What are the consequences for workers of being laid off and employed? We will try to answer these questions by reading books and articles, by collecting information using the internet, and by interviewing workers.

### **SOCI 068: Immigration in Contemporary America**

**Jacqueline Hagan**

**TR, 9:30AM-10:45AM**

Contemporary international migration is transforming politics, economics, social relations, and ethnic identities in societies throughout the world. This course is designed to introduce students to the fascinating and ever-changing study of immigration in contemporary America. We will cover the great waves of European migration at the turn of the 20th century, review the emergence of Latino and Asian migration flows to the United States after 1965, and the contemporary movement of migrant agricultural workers to North Carolina, a state which until recently had experienced little or no migration. We will look at why people migrate, how citizens respond to that migration, how the federal government regulates migration, how local communities manage the settlement of its newcomers. Through a variety of methodological approaches, ranging from fieldwork to content analysis to interviewing to research, students will be actively engaged in each of the topics examined throughout the course.

## **STATISTICS AND OPERATIONS RESEARCH**

### **STOR 053: Networks: Degrees of Separation and Other Phenomena Relating to Connected Systems**

**Jon Tolle**

**MWF, 9:00AM-9:50AM**

Networks, mathematical structures that are composed of nodes and a set of lines joining the nodes, are used to model a wide variety of familiar systems: distribution networks such as electric power grids, anatomical networks such as neural systems, communication networks such as the world-wide web, and social networks representing relationships between cultural groups. These networks have distinct properties that help answer questions about the underlying system: how susceptible is a power grid to breakdown? how fast can a computer virus spread? how connected are the members of different corporate boards? Questions of this type, some suggested by class members, will be posed and modeled by networks.

## WOMEN'S STUDIES

### WMST 089: World Literature by Women

**Tanya Shields**

**TR, 2:00PM-3:15PM**

Welcome to Women's Studies 089, "World Literature by and about Women." As a first year seminar, this course not only introduces you to intersectionality as theoretical framework, but it also asks you to critically examine various genres of cultural production including films, plays, and graphic novels. We will examine women's studies form Australia, Egypt, Iran, Trinidad and Tobago, and the U.S. Since most of our texts are international, context is important. Thus, each text is paired with course packet readings. We will interrogate manifestations of power, primarily through language and history and how these ideas inform representation and shape community. We will ask a series of questions to facilitate our understanding of the texts, their contexts, and our own. The aim of such questions is not to extract one definitive answer, but to read each work thoughtfully and establish a basis for comparisons among the works. ***Please be advised that this class will expose you to ideas, themes, language, etc. of an explicit nature, which may be uncomfortable for you.***