



# First Year Seminars

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

FALL 2013



NEW STUDENT  
ORIENTATION  
— 2013 —



UNC  
COLLEGE OF  
ARTS & SCIENCES



# First Year Seminars

---

## For Your Success!

---

FALL 2013

*How can you make the best transition to college and share the excitement of Carolina's intellectual life? Students and faculty agree: enroll in a First Year Seminar.*



**A note from Drew Coleman**  
*Assistant Dean for First Year Seminars*

Carolina's First Year Seminars (FYS) Program provides a unique academic opportunity within our broader curriculum. FYS are small (no more than 24 students), taught by our best instructors, and address topics that are on the frontier of scholarship or research. FYS give you the opportunity to work together with faculty and classmates in a shared experience that provides a hands-on preview of the exciting world of engaged scholarship at Carolina.

FYS are "regular courses" in the sense that they are one semester in duration, offered in the fall and spring, provide 3 credit hours, and meet General Education requirements. FYS go beyond "regular courses" in their emphasis on active learning, which usually includes class discussion and other modes of engagement such as fieldwork, artistic performances, class trips, presentations, projects, or experiments. FYS also help refine your ability to communicate clearly and persuasively in a wide array of formats. And, perhaps most important, FYS are designed to be lively and fun, promoting collaboration in scholarship and intellectual discovery.

### PLAN AHEAD

Many students are attracted by the FYS that are directly relevant to their interests, but this strategy is a bit shortsighted because all students will eventually enroll in advanced courses in their major. Enrolling in an FYS is an opportunity for you to explore topics that are new and unfamiliar. Not only does this experience expand your mind (and possibly, your career path), but also it provides an opportunity to complete some of the more challenging curricular requirements in a pleasant way.

FYS have limited capacity and thus fill up quickly during Orientation. A successful strategy for registration is to identify a dozen or more FYS that would be of interest and put them in your "shopping cart" in ConnectCarolina (use the FYS list on the back of this brochure to help get organized). When registration is available online you can continue seeking seats in your target FYS and also view all FYS that have open seats. Finally, registration continues during the first week of classes. Most FYS are offered only once in an academic year, but we offer almost as many FYS in the spring semester as we do in the fall semester.

Be wise and take advantage of this valuable learning experience!

#### FOR MORE INFORMATION

Talk with your advisor at  
ORIENTATION this summer.

The ACADEMIC ADVISING office  
can be reached at (919) 966-5116.

Explore the FIRST YEAR SEMINARS  
PROGRAM website at [fys.unc.edu](http://fys.unc.edu).

Contact the FIRST YEAR SEMINARS  
office at (919) 843-7773 or [fys@unc.edu](mailto:fys@unc.edu).

Contact Dean Coleman at  
(919) 962-0705 or [dcoleman@unc.edu](mailto:dcoleman@unc.edu).

Please consult ConnectCarolina and the FYS website for the most up-to-date information about FYS offerings and availability.

#### GENERAL EDUCATION ABBREVIATIONS

<i>BN</i>	Beyond the North Atlantic	<i>LA</i>	Literary Arts	<i>QR</i>	Quantitative Reasoning
<i>CI</i>	Communication Intensive	<i>NA</i>	North Atlantic World	<i>SS</i>	Social and Behavioral Sciences
<i>EE</i>	Experiential Education	<i>PH</i>	Philosophical and Moral Reasoning	<i>US</i>	U.S. Diversity
<i>GL</i>	Global Issues	<i>PL</i>	Physical and Life Sciences	<i>VP</i>	Visual and Performing Arts
<i>HS</i>	Historical Analysis	<i>QI</i>	Quantitative Intensive	<i>WB</i>	World before 1750

## AFRICAN, AFRICAN AMERICAN, AND DIASPORA STUDIES

### AAAD 50: DEFINING BLACKNESS: NATIONAL AND INTERNATIONAL APPROACHES TO AFRICAN-AMERICAN IDENTITY

*SS, US*

Timothy McMillan  
TuTh, 9:30–10:45am

America is an increasingly multicultural and diverse nation. And yet, the central concepts of race and diversity are often poorly defined. Racial categories have been used in the U.S. from the earliest colonial times, but their meanings have changed with every generation. What makes a person black in the 21<sup>st</sup> century is increasingly complex and a subject of much debate. In this seminar, we will focus on the creation of black identity in the U.S. and internationally. As we move beyond the 10<sup>th</sup> anniversary of the September 11<sup>th</sup> attacks on the United States, how does race play a role in our personal lives, our national identity, and our international concerns? Position papers written in response to films, readings, and blogs; class discussion; and a final documentary project exploring race and society will be used to enhance and evaluate students' understanding of the meaning of blackness in the U.S. and the larger global community.

*Timothy McMillan is senior lecturer in the Department of African, African American, and Diaspora Studies. He received his Ph.D. in Anthropology from UNC-Chapel Hill in 1988. McMillan has taught Afro-American studies, African studies, and anthropology at UNC-Chapel Hill, at NC State, and at Humboldt State University. His research has included fieldwork in Kenya; Haiti; Salem, MA; and Chapel Hill, NC. In 2007 he won the Tanner Award for Excellence in Undergraduate Teaching and has won the Black Student Movement's Hortense McClinton Faculty Award three times. Dr. McMillan is currently writing a book about race and remembrance at UNC, and often conducts a "Black and Blue" tour of campus.*

### AAAD 51: MASQUERADES OF BLACKNESS

*VP, US*

Charlene Register  
TuTh, 9:30–10:45am

This seminar is designed to investigate how the concept of race has been represented in cinema historically, with a particular focus on representations of race when blackness is masqueraded. Its intent is to launch an investigative inquiry into how African Americans are represented on screen in various time periods, how we as spectators are manipulated by these cinematic constructions of race, and how race is marked or coded other than through visual representation. Students will view films that deal with "passing" from the various historical periods and will utilize theoretical concepts introduced in the assigned reading material on racialized representations in these visual representations. Films selected for viewing include the pre-World War II Era, the Civil Rights Era, and the "Post-Racial" era. Students will be required to write three papers that reflect their ability to apply theoretical concepts to reading racialized representations on screen in these three historical periods and that demonstrate their understanding of how racial masquerades have evolved over time.

*Charlene Register is an Associate Professor in the Department of African, African American, and Diaspora Studies and Affiliate Faculty for the Global Cinema Minor. She received her BA, MA, Ph.D. from the University of North Carolina, Chapel Hill. She is the author of African American Actresses: The Struggle for Visibility, 1900–1960 (which was nominated by the press to the NAACP Image Awards). She is the 2011 recipient of the Trailblazer Award Hoyti Heritage Film Festival and 2007 Oscar Micheaux Book and Film Award from the Oscar Micheaux Film Festival, South Dakota. She has appeared on North Carolina Bookwatch with UNC-TV 2011; WUNC-FM Radio "The State of Things;" and Turner Movie Classics. Documentaries in which she has appeared include: Movies of Color: Black Southern Cinema, (2003 directed by Tom Thurman), Beyond Tara: The Extraordinary Life of Hattie McDaniel (directed by Madison Davis Lacy 2001), and I'll Make Me a World (1999 directed by Denise Greene and Samuel Pollard).*

## AAAD 52: KINGS, PRESIDENTS, AND GENERALS: AFRICA'S BUMPY ROAD TO DEMOCRACY

BN, CI

Bereket Selassie  
TuTh, 2:00–3:15pm

This seminar is designed to introduce students to Africa's modern history and politics. Starting with a brief, recent history of the continent, we will focus on the variety of systems of government in Africa and the challenges facing them. Traditional institutions, juxtaposed with modern institutions, will be discussed with a special focus on the types of leadership involved in such institutions. A major part of the seminar will pose questions such as:

- What has been Africa's record in the march toward democracy?
- What are the obstacles to democratic transition and how have Africans tried to overcome such obstacles?
- What are the roles of the constitutional systems and the forms of government in advancing democracy?
- What is the role of leadership?
- What difference does the type of leadership (monarchy, republican, etc.) make in the march toward democracy?

*Bereket Selassie is the William E. Leuchtenburg Professor of African Studies, and Professor of Law at UNC, Chapel Hill. After over 20 years of engagement in government, law and diplomacy, Professor Selassie chose university teaching as a career. He has always enjoyed teaching, even when in government, and he has been engaged in full-time teaching for over 30 years. Professor Selassie's roles in government service have included serving as Attorney General and Associate Supreme Court Justice of Ethiopia, among other positions. More recently, he served as the Chairman of the Constitutional Commission of Eritrea (1994–1997), and he has been a senior consultant on the drafting of constitutions in Nigeria, Iraq, and other countries.*

## AMERICAN STUDIES

### AMST 89: NATIVE AMERICAN ARTISTS

VP, US

Jenny Tone-Pah-Hote  
MWF, 2:00–2:50pm

This seminar analyzes the multifaceted roles that Native American artists play within their families, communities, and the world at large, and connects Native American artists and art to vital conversations in American Indian studies such as colonialism, gender, and tribal sovereignty. It analyzes how Native people and others have created and contested the idea of the "Native American Artist." It further explores how artists have represented themselves not just through their art but through other texts as well. We will examine the lives, works, and representation of Native American artists through biographical and autobiographical texts, articles, books, and art itself. The class encourages students to critically examine and analyze representations of Native artists and the items they have produced. It hones

critical thinking skills through in-class discussion, informal, and formal writing assignments. Students will also produce a research paper and present their work in class.

*Jenny Tone-Pah-Hote is an assistant professor in American Studies where she teaches courses on American Indian history and material culture. She is an enrolled member of the Kiowa Tribe of Oklahoma. Her current research project focuses on Kiowa history and expressive culture during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Professor Tone-Pah-Hote's research stems from her interests in American Indian social and cultural history, Plains Indian art, tourism, museums, and the representation of American Indian people.*

## ANTHROPOLOGY

### ANTH 53H: DARWIN'S DANGEROUS IDEA (HONORS) SS

Paul Leslie  
TuTh, 3:30–4:45pm

Darwin's theory of evolution by natural selection is central to one of the most profound revolutions in the history of thought, generating stunning insights but also some misunderstanding and tragic abuse. This seminar aims to provide a clear understanding of how natural selection works, and how it doesn't work. We will examine objections to the theory; how the environmental and health problems we face today reflect processes of natural selection; and recent attempts to understand why we get sick, how we respond to disease, why we get old, why we choose mates the way we do, and more. Class sessions will feature a mix of lecture and discussion of concepts and issues. Students will also engage in small group projects—cooperative explorations of problems raised in class or in the readings, and/or designing mini-research projects.

*Paul Leslie's professional interests focus on human ecology, and he has pursued this primarily through research among nomadic peoples in East Africa. His most recent project entails studying (while nursing an aged Land Rover across the African savanna) human-environment interactions in northern Tanzania, especially how the changing land use and livelihood patterns of the Maasai people living there affect and are affected by wildlife and conservation efforts. When not teaching or practicing anthropology, he enjoys bicycling, motorcycling, woodworking, and jazz.*

### ANTH 54: THE INDIANS' NEW WORLDS: SOUTHEASTERN HISTORIES FROM 1200 TO 1800

HS, US, WB

C. Margaret Scarry  
TuTh, 5:00–6:15pm

By AD 1200, most Southeastern Indians were farmers who lived in societies ruled by hereditary chiefs. After 1500, encounters between Indians and Europeans changed the lives of all concerned, but the changes took place in, and were shaped by, existing cultures. This seminar uses reading, discussion, and lecture to examine the lives of Southern Indians and to understand how encounters and interaction with European explorers and colonists changed the worlds in which the Indians lived. Students will learn how archaeologists and historians work, both separately and together, to study

the past of Native societies. Students will study and analyze archaeological artifacts, Spanish accounts of Southeastern Indians, and other primary materials in class. These activities, along with various role-playing exercises, will directly involve the students in the study of Native people in the period between 1200 and 1800. Grades will be based on class participation, two short papers, participation in a group project, and a final paper related to the group project.

*Margaret Scarry's fascination with Native American cultures began in high school, when she participated in an archaeological field school on Summer Island, Michigan. She pursued her interest through undergraduate and graduate studies at the University of Michigan, where she earned her Ph.D. in 1986. Though her first archaeological experience was in the Midwest, she soon shifted her interest to the Southeast, where she investigates Native American foodways—the activities and ideas by which people acquire, distribute, prepare, present, consume, and think about food. Much of her research has focused on the Moundville chiefdom, which flourished in Alabama from about A.D. 1100 to 1500. After a number of years in Florida and Kentucky, Scarry joined the anthropology faculty at UNC-Chapel Hill in 1995. Among other things, she teaches courses on archaeology, food and culture, and archaeobotany.*

### ANTH 61: DEEP ECONOMIES

SS, GL

Rudolf Colloredo-Mansfeld

TuTh, 11:00am–12:15pm

In Namibia, an ethnic group named the Ju/hoansi lived for 20,000 years by foraging and hunting—then they nearly gave up their way of life in eighteen months in the late 1970s. In Maine, lobster gangs in coastal towns attack rival lobstermen and defy marine biologists. Yet, in so doing, they have created one of the most productive fisheries in the world. And in Chicago, street level entrepreneurs work as mechanics, chefs, and child-care specialists using back allies, public parks and storefronts. Along the way they build a community economy that spans church ministries, downtown businesses, and the urban drug trade.

*Rudolf Colloredo-Mansfeld is a cultural anthropologist broadly concerned with community economies and cultural change in the context of globalization. Much of his work has concerned indigenous peoples of the Andes and since 2000, he has developed his own research program in collaboration with community organizations.*

### ANTH 64: PUBLIC ARCHAEOLOGY IN BRONZEVILLE, CHICAGO'S BLACK METROPOLIS

HS, NA

Anna Sophia Agbe-Davies

MWF, 10:00–10:50am

The term “African diaspora” usually refers to the consequences of the transatlantic slave trade, but there have been many diasporas of people of African descent. One major movement took place in the U.S. in the early 20<sup>th</sup> century when millions of people left small southern communities for large industrial northern cities. This seminar examines that phenomenon through the lens of a single site where migrants lived in the city of Chicago. The Phyllis Wheatley Home for Girls was

run by black women to provide social services for female migrants from 1926 through the 1960s. Research at this site combines elements of archaeology, anthropology, and history to study their lives. Students, working in teams, will have the opportunity to contribute to the ongoing research effort via analysis of written records and artifacts. This multidisciplinary project will be of interest to students curious about 20<sup>th</sup> century history, African-American culture, museums and heritage, women's and gender studies, migration, and labor history.

*Anna Sophia Agbe-Davies is a historical archaeologist whose excavations have explored the plantation societies of the colonial southeastern U.S. and Caribbean, as well as towns and cities of the 19<sup>th</sup> and 20<sup>th</sup> century Midwest, with an emphasis on sites of the African diaspora. Her current projects include excavation and community collaboration at the sites of New Philadelphia, Illinois, and the Phyllis Wheatley Home for Girls on the south side of Chicago. Her research and teaching interests are strongly shaped by her own experiences as an undergraduate at the College of William and Mary, and the time she spent working in museum settings before becoming a professor. She received her Ph.D. from the University of Pennsylvania. Prior to that, she was a staff archaeologist for the Colonial Williamsburg Foundation's Department of Archaeological Research.*



GEOG 62. A trip to the Ackland Art Museum. Photo by Beth Lawrence.

## ART HISTORY

### ARTH 54H: ART, WAR, AND REVOLUTION (HONORS)

VP, NA

Daniel Sherman

TuTh, 3:30–4:45pm

Focusing on one or a few related works of art per week, this seminar, consisting entirely of discussions and student presentations, will explore the complex relationship between art, war, and conflict. At the heart of the seminar lie the tensions between glorifying war and violence and memorializing their victims, between political justification and moral outrage, between political programs (many of the works being commissioned to legitimate a particular view of war) and the malleability of meaning. The focus on single works in a variety of media—including painting, sculpture, photography, and graphic arts—will offer the opportunity to study them in depth, in class and in written assignments,

while also gaining exposure to a range of interpretive methods and the richness of the historical context. Final research projects will explore works from the Ackland Art Museum collections.

*Daniel Sherman came to UNC in 2008, having taught previously at the University of Wisconsin–Milwaukee, where he was also director of the Center for 21<sup>st</sup> Century Studies, and at Rice University. He received his B.A. from Harvard and his Ph.D. from Yale. A specialist in modern art and French cultural history, he has written and edited several books on art museums, the commemoration of World War I in France, and culture and politics after 9/11. As a historian who has taught French studies, art history, and general humanities courses, he is committed to discussion and debate across traditional disciplinary boundaries. He enjoys travel (especially to France), baking, and hanging out with his cats.*

## ARTH 55H: ART, GENDER, AND POWER IN EARLY MODERN EUROPE (HONORS)

VP, NA

Tatiana String  
MWF, 9:00–9:50am

What did it mean to be a man or to be a woman in the Renaissance? This seminar will explore the ways in which constructions of gender are critical to understandings of the visual arts in the early modern period (c. 1400–1650). We will discuss and analyze a focused group of representations of men and women: portraits, mythological and biblical paintings and sculptures, and even turn our attention to the buildings these men and women inhabited. We will study the work of artists such as Michelangelo, Donatello, Titian, Holbein, and Rubens, amongst others, to find ways of understanding how masculinity and femininity were central concerns in early modern society and in the art produced in this period.

*Dr. Tania String is an art historian specializing in the art of the Tudor period in England, and the Renaissance more broadly. She is the author of numerous books and articles on the portraits of Henry VIII. Before coming to Carolina in 2010 she taught in England at the University of Bristol.*

## STUDIO ART

### ARTS 50: THE ARTISTIC TEMPERAMENT

VP

James Hirschfield  
TuTh, 9:30–10:45am

This seminar—meant for students who have an interest in the arts, from any perspective and for any art form—examines the daunting yet important questions of how to advance and sustain one’s artistic production. We focus not only on what it means to be a successful artist, but also examine the importance of creativity and hard work in any successful venture. While looking at the work and lives of musicians (Hector Berlioz to the Beatles), playwrights (Shakespeare to Arthur Miller), film makers (Luis Brunuel to Werner Herzog), visual artists (Michelangelo to Alberto Giacometti), and even a tight-rope walker (Philippe Petit), we will grapple with what it means to be in the business of self-expression.

The seminar is meant to help students understand who they are, and how in the words of Joseph Campbell they can “follow their bliss.” As we consider career options, two important questions will emerge: “What does it mean to be an artist?” and “What lies before me?” Ultimately, the key to success in the arts is finding the physical and spiritual nourishment to continue, sustain, and move an artistic activity forward. We will focus not on the road to success per se, but also on driving down that road and learning to avoid the pot holes and muddy patches that can throw us off the road. Student projects will include written papers, written interviews, and a chance to create a self portrait through any artistic form.

*Jim Hirschfield has been teaching art at UNC since 1988. He began thinking about the experience of time when he traveled through the deserts of the southwest in his VW Microbus. He still likes to travel, only now he usually travels as a part of his art. He has received a number of art commissions from cities across the country: From Anchorage, Alaska to Fort Lauderdale, Florida, and from Phoenix, Arizona to Providence, Rhode Island. He has also received numerous awards for his artwork, which he describes as the exploration of meditative and ethereal environments that expand our perceptions of time.*



*“One of the most memorable aspects of this First Year Seminar [ASIA 62] with Dr. Zülfikar was speaking with Sufi men and women, via Skype, from Turkey...”*

—Jaslina P.

## ASIAN STUDIES

### ASIA 62: WOMEN AND SPIRITUALITY IN TURKEY

HS, BN

F. Cangüzel Zülfikar  
MWF, 8:00–8:50am

This seminar is designed to examine both the historical and the contemporary aspects of women’s religiosity in today’s Islamic Turkey. Mystical interpretations and practices of Muslims are fairly common and inform a great many people’s understandings of self, the world, and the nation. We will discuss the various definitions of who and what constitutes a Sufi, their social engagement, and the controversies around gendered authority in these communities by examining the lives of spiritual Muslim women. While today women’s participations are more public, these are not entirely new developments, and we will also explore the role of women historically in these communities. We will also examine the ways in which the secular context of Turkey has shaped how Turkish women can and cannot express their religiosity. Sufi women from Turkey and their leadership will be examined by using primary and secondary sources, including documentaries and movies. At the end of

the semester students will prepare final projects and present them based on their research and skits. This seminar requires students' active participation in discussions.

*Cangüzel "Janzi" Zülfiyar is a native of Turkey. She received her Ph.D. in history from the Hacettepe University in Ankara. She started the Turkish Studies Program here at Carolina. Her research interests are Ottoman Muslim-Sufi endowments and their function in the society, looking at them in their historical trajectory. Her research also includes women and their spirituality in Turkey. Professor Zülfiyar likes to discover the political entity's changing role on society through Sufi women and their activities. She and her family have considered Chapel Hill their home town for the past ten years.*

## ASIA 63: JAPANESE TEA CULTURE

HS, BN

Morgan Pitelka

TuTh, 9:30–10:45am

This seminar will explore the history of tea culture in Japan with particular attention to the emergence in the 16<sup>th</sup>–17<sup>th</sup> centuries of the ritualized practice often referred to in English as the “tea ceremony” (chanoyu). Merchants, Buddhist monks, warlords, European Jesuits, and specialized “tea masters” all participated in this cultural practice, which remarkably has survived to the present day as a cornerstone of Japanese tradition. Students will investigate some of the following questions inside and outside of class: Where did the distinctive aesthetic principles of tea culture come from? What literary and historical sources are available for the study of tea? And how can we use extant art objects in institutions such as the Ackland Art Museum to understand the history of tea culture?

*Morgan Pitelka is a historian of premodern Japan who specializes in tea culture and the lives of the samurai. His research into a fifteen-generation family of Japanese potters who work exclusively in the tea world resulted in the book *Handmade Culture: Raku Potters, Patrons, and Tea Practitioners in Japan* as well as two edited volumes on art and tea. He is currently writing a study of art in the career of Tokugawa Ieyasu (1543–1616), the founder of the Tokugawa Shogunate and an active collector of tea utensils and swords. Pitelka is also an amateur potter.*

## CHEMISTRY

### CHEM 73: FROM ATOMIC BOMBS TO CANCER TREATMENTS: THE BROAD SCOPE OF NUCLEAR CHEMISTRY

PL

Todd Austell

TuTh, 2:00–3:15pm

Nuclear chemistry is a field that touches the lives of everyone perhaps every day of their lives. This seminar will approach the topic of nuclear chemistry on the level of an introductory chemistry class with no prerequisite. Atomic structure, nuclear fission and nuclear fusion processes will be studied to provide the background necessary to understand their applications. Nuclear weapons and nuclear power will be covered in detail with discussion of topics relevant both for

today's society and for the future. Other topics including household applications, nuclear medicine, radiation safety, and the problematic issue of radioactive waste storage will be discussed. The seminar will include guest lecturers from the various fields of nuclear chemistry, selected reading assignments, topical student-led discussions, possible facility trips/tours, and a final project presentation on a relevant topic.

*Todd Austell received his B.S. in Chemistry in 1987 and his Ph.D. in Chemistry in 1996, both at UNC. He spent one year working in the pharmaceutical industry prior to graduate school and another year as an assistant professor at the United States Air Force Academy prior to returning to his current position. As an undergraduate, he participated in the Department of Energy and American Chemistry Society's Summer School in Nuclear Chemistry. Topical studies in nuclear chemistry have been a hobby of his since that time. His graduate research involved separation science, and he is currently involved in both curriculum development within the chemistry department and in a long-term study of how middle school and secondary math education/preparation affects student performances in college general chemistry. His hobbies involve hiking, camping, disc golf, and gardening as well as following all UNC athletics.*



*“...the seminar [CHEM 73] was everything I could ask for in a class. The material was always very interesting, covered a huge diversity of topics such as chemistry, physics, medicine, and history, and was hardly ever above my head. The projects greatly improved my speaking skills, and the knowledge I retained is very much applicable to the real world.”*

—Matt P.

## CITY AND REGIONAL PLANNING

### PLAN 53: THE CHANGING AMERICAN JOB

CI, NA

Nichola Lowe

TuTh, 9:30–10:45am

What will the U.S. labor market look like when first-year UNC students graduate four years from now? How will employment opportunities differ from those facing their parents and relatives a generation or two ago, or even those of recent college graduates? This seminar explores these questions by looking at the changing nature of the American job and the transformative forces—from global trade and outsourcing to corporate restructuring, deregulation and new skill demands—that have influenced this change in recent decades and have added to economic insecurity in recent years and in the aftermath of the “Great Recession.” We will consider how these forces are experienced differently by urban and rural residents, by men and women, and by members of different socio-economic and ethnic groups, including native-born and immigrant workers. We will also

consider local and regional strategies for helping workers adapt to this changing economic environment. Class discussions and small group activities will help students think about the larger economic and policy implications of U.S. labor market restructuring. Through a series of research-backed “jobblogs” and with help from career advisors, students will also reflect on how the forces behind this change might affect their own career goals and advancement opportunities.

*Nichola Lowe received her Ph.D. in Urban Studies and Planning from MIT in 2003. She joined the Department of City and Regional Planning at UNC in 2005 as a specialist in workforce and economic development. Through her teaching and research activities at UNC, she explores the role that community actors and coalitions play in guiding processes of local and regional economic and workforce development. Her research not only raises questions about the impact of local support systems on business performance and success, but also the degree to which community actors can shape business practices in ways that reflect higher-order development goals and values.*

### PLAN 55: SUSTAINABLE CITIES

SS

Todd BenDor  
TuTh, 5:00–6:15pm

This seminar examines the sustainability of cities and regions. A sustainable community is one in which new development improves the quality of life of people in the community, while preserving environmental functions into the future. We will look at how cities have evolved and how different approaches to property rights and urban development affect sustainability and quality of life in America. We will critically examine a vision for more sustainable places, and we will look at actions that can be taken by citizens, businesses, and governments to help improve sustainability. In this seminar, students will engage in discussions about the economic, social, and environmental conditions of cities, and make presentations about urban sustainability topics that interest them. Students will also examine several different cities in detail to understand how their actions have transformed their urban environments. By the end of this seminar, students will understand what constitutes a sustainable urban community and be able to articulate the major threats to sustainable development. Students will also have developed a sound base of knowledge about the validity, effectiveness, feasibility, strengths and weaknesses of various strategies and methods for fostering sustainability.

*Todd BenDor is an assistant professor in the Department of City and Regional Planning. He received his Ph.D. in Regional Planning from the University of Illinois at Urbana-Champaign. His research uses computer modeling to better understand the impacts that human activities and development can have on sensitive environmental systems. His recent work has focused on understanding the social and economic consequences of environmental policies that require environmental restoration during the urban development process. Todd enjoys traveling, nature photography, and skiing, and he laments the loss of his amateur status after winning 40 dollars in a pool tournament years ago.*

## CLASSICS

### CLAS 56: WOMEN AND MEN IN EURIPIDES

LA, NA, WB

Owen Goslin  
MWF, 3:00–3:50pm

No other ancient writer explored the relationship between the sexes as acutely as the tragedian Euripides, and none has inspired such visceral reaction from ancient and modern audiences. How did Euripides shape the Greek mythological tradition to interrogate contemporary conceptions of gender? Why did this writer, working within a society as patriarchal as ancient Athens, create such socially transgressive heroines as Medea and Phaedra? And why have critics, from ancient Athens to today, reached such divergent judgments about the tragedian, with some labeling him a ‘misogynist’ and others a ‘proto-feminist?’ This seminar will discuss these and related questions through a close reading of nine Euripidean plays that have had a profound influence on drama and literature for over two millennia. In the final weeks of the seminar we will also watch and discuss some modern adaptations—by the filmmakers Cacoyannis, Pasolini, and Lars von Trier—in order to consider Euripides’ relevance to today’s gender concerns. Since scenes of verbal contest are characteristic of Euripidean tragedy, assignments will include short oral presentations in the form of a debate about the choices made by the various characters. Written assignments will consist of three short papers and a final comprehensive examination.

*Owen Goslin received his B.A. from the University of Chicago, and his Ph.D. from the University of California, Los Angeles. Before coming to Chapel Hill in 2008, he held teaching appointments at UCLA and Wellesley College. His research interests are in Greek poetry, particularly tragedy and the tragic emotions. He is currently writing a book on suppliants and the rhetoric of pity in Euripides.*

### CLAS 71H: THE ARCHITECTURE OF EMPIRE

HS, BN, WB

Jennifer Gates-Foster  
TuTh, 3:30–4:45pm

This seminar investigates how ancient empires used architecture to express their particular values and philosophies, including their views on religion, the nature of the monarchy, and their own stature within the broader world. In addition we will consider how the built environment shaped the experience of individuals in ancient societies, particularly their experience of power in imperial contexts. The ancient empires to be examined are those of Egypt, the Hittites, Assyria, Persia, Athens, and Rome. Classes will be discussion based and will focus on the close analysis of city plans, monuments, and other archaeological materials. Students will give short oral reports and undertake a creative project based on ancient empires that will culminate in a final essay. Readings will be provided.

*Jennifer Gates-Foster received her Ph.D. in Classical Art and Archaeology from the University of Michigan and comes to UNC by way of Cambridge and the University of Texas at Austin. She has excavated on Roman and Greek sites across the modern Middle East and Mediterranean and her research focuses on the lands of the Near East, especially Egypt, under Greek and Roman rule.*

## CLAS 89: THE POLITICS OF PERSUASION IN THE ANCIENT AND MODERN WORLD

CI, WB

Luca Grillo  
MWF, 1:00–1:50pm

This seminar explores the theory and practice of Greek and Roman oratory in comparison with contemporary speeches. Are there rules for crafting a successful speech? What does a speech reveal about the assumptions and mentality of its audience? How much do Greek and Roman oratory affect the way we construct and evaluate a speech today? Oratory will be considered both as a discipline with its own laws and practices and as a window into the values and debates that animate the public life of a people. We will do close readings of key passages and orations and analyze their rhetorical structure and argument; then, having mastered the basics of the Greco-Roman “politics of persuasion,” we will compare speeches from other civilizations, including the ancient Near East, the Bible, ancient China and India. Assignments will include not only essays on major themes in classical rhetoric and on their reception in modern discourse, but also close readings of key passages and orations, and analysis of their rhetorical structure and argument. Discussion-based classes will focus on readings taken not only from Homer, Plato, Aristotle, Demosthenes, and Cicero but also from past history and from the modern era (e.g. George Washington, Dr. King, Hitler, Churchill, and the 2012 presidential candidates). Students will work closely with the instructor to craft a speech, which they will deliver to the rest of the class at the end of the course.

*Luca Grillo earned his B.A. in Literature and Philosophy in Milan Italy, where he was born, and continued to study the Classics and classical rhetoric at the University of Minnesota and at Princeton. He has published on Caesar, Vergil and Cicero and he is currently working on a project on the many faces of “fortuna.” Luca loves jogging, biking, and hiking, he is very excited to join all of you at UNC, and feels already hooked on the Tar Heels.*

## COMMUNICATION STUDIES

### COMM 53: COLLECTIVE LEADERSHIP MODELS FOR COMMUNITY CHANGE

SS, EE

Patricia Parker  
TuTh, 3:30–4:45pm

In this seminar we explore the possibilities for collective leadership involving youth and adults in vulnerable communities. Course readings, guest speakers, and class field trips will provide exemplars of collaborative leadership models that engage people across traditional divides of culture, race, economics, and age. Students will work in teams to research, design, and implement community-based change projects focusing on three key strategies that engage youth as leaders and stakeholders in communities: youth media arts, youth organizing, and youth participatory action research. Students will present their projects (orally and through multi-media documentation) in class, and

may be selected to present their work at the biennial leadership conference first convened in 2009 and organized by participants in the inaugural class of this seminar. Throughout the semester, each seminar participant will write a series of short essays reflecting on the collective leadership models and their own community engagement.

*Patricia Parker (Ph.D., University of Texas at Austin) is Associate Professor of Communication Studies and Director of Faculty Diversity Initiatives for the College of Arts and Sciences at the University of North Carolina at Chapel Hill. She is the 2013 recipient of the Office of the Provost Engaged Scholarship Award for teaching, and the founder and executive director of The Ella Baker Women's Center for Leadership and Community Activism, a venture supported by a Kauffman Faculty Fellowship for social entrepreneurship. Her teaching, research, and engaged scholarship explore questions at the intersections of race, gender, class, and power in organization processes, with a primary focus youth civic activism and girls' and women's transformational leadership. Her publications include a book on African American women's executive leadership (Erlbaum, 2005), and several articles and book chapters on leadership and social change appearing in edited volumes and journals published internationally. She is currently working on a book project exploring youth civic activism and collective leadership within university-community partnerships.*



*Students foraging the edible campus in Professor Dempsey's COMM 82, “Globalizing Organizations: Food Politics.” Photo by Beth Lawrence.*

### COMM 89: UNDERSTANDING PLACE THROUGH RHETORIC

PH

Bill Balthrop  
MWF, 12:00–12:50pm

Every moment of our lives is spent in some “place.” We live in various places; we work in places; we play in places; we remember and sanctify certain places. This seminar will explore how it is that we come to understand what and how these places are meaningful in our lives. In doing so, we will look at such places “rhetorically”—that is, how were they designed to persuade those of us who inhabit them, how we actually experience them, and how we make sense of them in terms of our individual lives as members of families, communities, and as citizens of the nation. We will seek to understand these places through readings from different

disciplines, field trips to a number of sites (including the Carolina campus, Franklin Street, shopping malls, commemorative sites, and others), class discussion, short reaction papers and reports, and a group research report at the end of the semester.

*Bill Balthrop is a professor in the Department of Communication Studies. His research and teaching interests include how rhetoric played an important role in the construction of both American and Southern identity, as well as rhetorical theory and criticism. His interest in the relationship between rhetoric and place emerged from an interest in U.S. national commemoration, with a particular focus on U.S. commemoration in Europe following World War II: how it influences commemoration up to the present and how it engages in public diplomacy in Europe.*

## COMPUTER SCIENCE

### COMP 60: ROBOTICS WITH LEGO®

QI

Henry Fuchs

TuTh, 2:00–3:15 pm

We will explore the process of design, and the nature of computers, by designing, building, and programming LEGO® robots. We will learn how to program computers to read sensor values, to control actuators, and to perform increasingly complex tasks. Each student will be lent, for the semester, a complete LEGO® Mindstorms NXT kit. Once or twice during the semester we will hold friendly competitions to evaluate our robots. Some time during the semester, each student will individually study and make a presentation on a chosen aspect or application of robotics. Previous programming experience is not required.

*Henry Fuchs (Ph.D., University of Utah, 1975) is the Federico Gil Distinguished Professor of Computer Science and adjunct professor of Biomedical Engineering. His teaching and research have focused on 3D graphics and virtual reality, especially for medical and training applications. He is one of three co-directors of the BeingThere International Research Center on Telepresence and Tele-collaboration, a partnership between UNC–Chapel Hill, ETH Zurich (Switzerland), and NTU Singapore. He is a member of the National Academy of Engineering and a fellow of the American Academy of Arts and Sciences. He's long been interested in building hardware and software systems of all kinds, including those made from LEGO®.*

### COMP 89.072: EVERYDAY COMPUTING

PL

Ming Lin

MW, 11:00am–12:15pm

We will study various examples on how computing technology affects different aspects of our daily life in today's society, including artistic and creative processes, bioinformatics, computer animation, computer game dynamics, digital music and audio synthesis, medical simulation and training, robotics and automation, special effects generation, and virtual environments. Students will learn about computational thinking for solving many different problems in the physical and virtual world. Building upon the foundation from classroom seminars and invited guest lectures from industry and within the academia, students will engage in an in-depth

study of one particular cutting-edge topic (e.g. computational sciences, multimedia for assistive technology, game design, etc.) of interest to them, thereby allowing issue-specific research by individual students while covering a wide range of materials. No prerequisites are required, but basic literacy in using a computer is helpful.

*Ming C. Lin (Ph.D. University of California, Berkeley, 1993) is currently John R. & Louise S. Parker Distinguished Professor of Computer Science at UNC. She has received several honors and awards, including 2010 IEEE VGTC Technical Achievement Award in Virtual Reality, and nearly a dozen of best paper awards at international conferences on computer graphics and virtual reality. She is a Fellow of ACM and IEEE. Her research interests include physics-based modeling, 3D graphics, digital audio synthesis, haptics, virtual environments, robotics, and geometric computing. Her research has been adopted by computing industry, computer-aided design and manufacturing, robotics, healthcare, nanotechnology, education, and entertainment.*

## DRAMATIC ART

### DRAM 81H: STAGING AMERICA:

#### THE AMERICAN DRAMA (HONORS)

VP, CI, NA

Gregory Kable

TuTh, 2:00–3:15pm

This seminar examines our national drama from its colonial origins to the present. Students will read plays and criticism, screen videos, engage in critical writing, and explore scenes in performance as related means of exploring the visions and revisions constituting American dramatic history. We will approach American drama as both a literary and commercial art form, and look to its history to provide a context for current American theater practice. Readings are chosen for their intrinsic merit and historical importance, but also for their treatment of key issues and events in American life. Our focus throughout will be on the forces that shaped the American drama as well as, in turn, drama's ability to shed new light on the national experience.

*Gregory Kable is a senior lecturer in the Department of Dramatic Art, where he teaches dramatic literature, theatre history, and performance courses and serves as an associate dramaturg for PlayMakers Repertory Company. He also teaches seminars on American Musicals and Modern British Drama for the Honors program. He has directed dozens of productions at UNC and throughout the local community, and is a graduate of the Yale School of Drama.*

### DRAM 83: SPECTACLE IN THE THEATRE

VP

David Navalinsky

MWF, 11:00–11:50am

This seminar will explore the artists, art and technology involved in creating the world of the play. It is intended as an overview for students who want to learn about design but who may prefer to act or direct, or (even) attend or study plays. Several plays will be carefully considered within the context of stage spectacle. Students will use these plays to create their own designs in the areas of scenery, costumes, and lighting.

Careful historical research, close reading and analysis, text and source material, and collaboration will be the focus of the student projects. In addition, the seminar will look at theatrical technology and how spectacle has evolved from the Greeks to Cirque du Soleil.

*David Navalinsky is the Director of Undergraduate Production in the Department of Dramatic Art and has served on the First Year Seminars Steering Committee. He spends his summers as the Technical Director for the Illinois Shakespeare Festival in Bloomington–Normal, IL. David has taught at the University of Texas at Arlington and the University of Mississippi. David has worked professionally at South Coast Repertory in Orange County California, The Utah Shakespeare Festival and the Karamu Performing Arts Theatre in Cleveland, OH. Some of David's favorite projects were at the Dallas Children's Theater where he made a dinosaur collapse and pirates walk the plank.*

### DRAM 87H: STYLE: A MODE OF EXPRESSION (HONORS)

VP, CI, NA

McKay Coble

TuTh, 9:30–10:45am

Consider Oscar Wilde's statement from *The Decay of Living 1889*: "Life imitates Art far more than Art imitates Life. This results not merely from Life's imitative instincts, but from the fact that the self-conscious aim of Life is to find expression, and that Art offers it certain beautiful forms through which it may realize that energy..." Do you agree or disagree? This seminar studies the elements of design in their pure form, surveys a history of period styles and theatre, and identifies their causes.

Art and design have frequently shown the inner life of humankind throughout history better than political, intellectual, or social history. While a period's style is seldom defined by the everyday choices of everyday people and is most often recorded in the works of artists, writers and intellectuals must recognize the "times" as a major motivator for all stylistic choices. Even minor arts reflect major events.

We will study the elements of design as they exist in their pure form; a "tool box" of elements available to artists and practice the principles to which design is bound. We will survey a history of period styles, period theatre and identify their causes. We will explore one period's style as a foundation for the next and dispel the Star Trek premise that future styles will only reflect the future. Student progress will be assessed through an in-class presentation on a topic of period style or context and final creative project/paper. The text for the class is *A History of the World in 100 Objects* by Neil MacGregor which will be a daily discussion.

*McKay Coble teaches design, both scenic and costume for the theatre and the history of material culture. She fell in love with the power of choice as far as visuals are concerned early in her career as a Carolina student and has never turned back. Currently she chairs the Department of Dramatic Art and is a resident designer for PlayMakers Repertory Company. She uses the many and varied artistic venues on campus as co-instructors and the FYS will be visiting them together. You will likely join her on a design journey as she creates the scenery for a production for PRC and you will have the opportunity to see the process and product.*

### DRAM 88: ECOLOGY AND PERFORMANCE

VP, EE

Karen O'Brien

TuTh, 2:00–3:15pm

This seminar will guide students through the process of researching, developing, and producing new performance works inspired by socio-ecological issues. This task will involve: an understanding and practicing of a range of performance techniques; an understanding of the development of "green theatre" and core principles surrounding notions of sustainability; research and engagement with current ecological debates; and the ability to integrate these elements in the form of a new ecologically-driven dramatic work for performance. The seminar will culminate in the presentation of new works aimed at promoting ecological sustainability. The seminar is student-directed and focused on experiential learning. Students will be assigned weekly readings and will conduct student-driven research. Students will be expected to keep a journal throughout the semester, to present individual research, to collaborate with a group to integrate research into performance, and to attend one group field outing to a non-profit organization that promotes sustainability and one performance event outside of the scheduled course time. No prerequisites are required.

*Karen O'Brien is currently David G. Frey Fellow Assistant Professor in UNC's Department of Dramatic Art. Her publications include articles and reviews on Irish literature, theatre, and ecocriticism in a wide range of professional journals and collections. She received her MFA in Directing from the University of Cincinnati, College-Conservatory of Music and her Ph.D. in Drama and Theatre from the University of California, Irvine.*

### DRAM 89: THE HEART OF THE DRAMA: FUNDAMENTALS OF ACTING, PLAYWRITING AND COLLABORATION

VP, EE

Mark Perry

TuTh, 12:30–1:45pm

The goal of this seminar is to get you doing theatre, to spark your creativity, and to connect you with the deeper lessons of this dynamic art form. You will act. You will write. You will work with others. It won't always be easy, but if you are willing to stretch yourself, you should have a great time. Each lesson is organized around a principle or virtue inherent in the practice of the art. Participants study a quotation or two that relate to that principle and then engage in drama exercises that spring from that principle. By the end of the course, you will have gained skills to make you comfortable to write, stage, and perform your own 10 minute plays. Not just for those interested in pursuing theatre, this seminar will give you a more holistic understanding of essential principles in the practice of your life.

*Mark Perry teaches play analysis and playwriting in UNC's Department of Dramatic Art. His play *A New Dress for Mona*, about the wrongful execution of a young Iranian woman, and his one-man show, *On the**

Rooftop with Bill Sears, are now published in a book of his plays called *The Lover at the Wall* (Drama Circle, 2011). He serves as a production dramaturg for Playmakers Repertory Company, most recently on *A Raisin in the Sun*. Mark is a graduate of the University of Iowa's Playwrights Workshop, and was a recipient of the 2005–06 North Carolina Arts Council's Literature Fellowship for playwriting.

## ENGLISH

### ENGL 53: SLAVERY AND FREEDOM IN AFRICAN AMERICAN LITERATURE AND FILM

LA, US

William Andrews

MWF, 1:00–1:50pm

The purpose of this seminar is to explore the African American slave narrative tradition from its 19<sup>th</sup>-century origins in autobiography to its present manifestations in prize-winning fiction and film. The most famous 19<sup>th</sup>-century slave narrative, *Narrative of the Life of Frederick Douglass, an American Slave* (1845) was an international best seller. *Incidents in the Life of a Slave Girl* (1861), the amazing but utterly truthful story of Harriet Jacobs's slave experience in Edenton, North Carolina, is extensively read and taught in college and university classrooms around the world. In the 20<sup>th</sup> century, many important African American autobiographies and novels—Washington's *Up From Slavery* (1901), Wright's *Black Boy* (1945), Ellison's *Invisible Man* (1952), Haley's *The Autobiography of Malcolm X* (1965), and Morrison's *Beloved* (1987)—are products, formally and thematically, of the ongoing slave narrative tradition. The slave narrative has also given rise to a number of notable films, from major studio releases like Spielberg's *Amistad* (1997) to TV-films like Charles Burnett's *Nightjohn* (1996). The 1977 television series based on Haley's *Roots* enabled the slave narrative tradition to have a profound impact on late 20<sup>th</sup>-century American culture. Slave narratives have also had strong influence on popular films such as *Blade Runner* (1982), *The Handmaid's Tale* (1990), and *Django Unchained* (2013). Because of the widespread incidence of human trafficking and other forms of involuntary servitude in the world today, slavery remains a major human rights issue.

The seminar will examine many of the texts and films mentioned in the previous paragraph. Students will discuss the readings and films in class, and in on-line discussion forums. Students will work on the North American Slave Narrative website, providing research on a narrative of their choice and posting that research for the use of its world-wide readership. Students will also have the opportunity to research and write about the impact of slavery on their family history or on the town, city, or region they come from.

*William L. Andrews teaches courses on African American literature, American autobiography studies, and Southern literature. Since the mid-1980s he has done a considerable amount of editing of African American and Southern literature and criticism. Professor Andrews is the series editor of North American Slave Narratives, Beginnings to 1920, a complete digitized library of autobiographies and biographies of North American slaves and ex-slaves.*

### ENGL 72: LITERATURE OF 9/11

LA, CI, GL

Neel Ahuja

MWF, 11:00–11:50am

This seminar will explore representations of the 9/11 attacks and their aftermath in literature and popular culture. Following an introduction to the concept of terrorism and to the production of knowledge about political violence in the fields of law, politics, religious studies, and terrorism studies, we will explore a diverse array of themes related to the 9/11 attacks and the “war on terror” as depicted in memoirs, poetry, novels, public art, graphic novels, film, and music: explanations of the causes and consequences of political violence; the role of religion in public culture and state institutions; national security discourse; mourning and public trauma; depictions of the U.S. military in Iraq, Pakistan, and Afghanistan; and the perspectives of detainees and minority communities on the attacks and their aftermath. Students will read and discuss both critical scholarship and literary texts, discuss major controversies in organized debates, compose two papers, and complete group presentations on topics of their choice.

*Neel Ahuja grew up in Topeka, Kansas. He studied gender studies at Northwestern University before completing a Ph.D. in transnational cultural studies at the University of California–San Diego. Since 2008, Neel has been assistant professor of postcolonial literature and theory in the Department of English and Comparative Literature at UNC–Chapel Hill, and he teaches courses on security culture, world literatures, medical humanities, and environmental studies. Neel is currently writing a book on the relationship of biosecurity initiatives to the territorial expansion of the United States since 1893, and has recently written a series of essays concerning the relationships between international politics, animals, and the environment.*

### ENGL 75: INTERPRETING THE SOUTH FROM MANUSCRIPTS

HS, CI, EE

Connie Eble, Laura Clark Brown

TuTh, 12:30–1:45pm

The Southern Historical Collection, housed in the Louis Round Wilson Special Collections Library, contains the raw materials of people's lives—their letters, diaries, writings, scrapbooks, photographs, and other personal and professional documents that open windows to the past as it was lived. Students in this seminar will gain hands-on experience working with manuscript collections. By learning how to conduct archival research and how to analyze and interpret historical records, they will have opportunities to contribute to our understandings of the past and the past's reflections in the present. This fall the seminar will focus on women in the American South between the first and second waves of feminism, roughly the 1920s through the early 1960s with some attention paid to the 1910s and earlier decades and to the 1970s.

The seminar is built around student-led class discussions of archival readings, a portfolio of short written responses

to the readings, four short-form, analytical essays based on archival research, and a culminating research project producing a long-form essay and a formal oral presentation. Archival readings for class discussions will be available online, but the four essays and final project will require between 3–5 hours each working with original documents in Wilson Library. Most class meetings will be discussions led by small groups of students. Other class meetings will be viewings of documentaries and guest lectures by conservators, oral historians, and a photographic archivist.

Much attention is given to the fine points of oral presentation and excellent expository writing, including correct grammar and usage, and appropriate word choice and sentence structure. Students, who possess solid writing skills and who are comfortable expressing their ideas in class discussions, are well-suited to succeed in this seminar. Attendance and class participation are critical components of this seminar, and students are expected to attend every class.

*Connie Eble, Professor of English, has been a faculty member at the University for 42 years. She is a linguist by training, and her teaching and research focus on the structure and history of the English language. Dr. Eble is a long-time teacher of expository writing and served for 10 years as editor of the Journal of American Speech.*

*Laura Clark Brown is an archivist with 17 years of experience working in all areas of the archival enterprise, including technical services, curatorial work, and researcher services. She holds masters' degrees in American history and information and library science. In her current position, she manages large-scale digitization of manuscript collections held in the University Library's Southern Historical Collection. Ms. Brown has co-taught this course with Dr. Eble since 2006.*

### ENGL 85H: ECONOMIC SAINTS AND VILLAINS: THE ENTREPRENEURIAL SPIRIT IN EARLY ENGLISH LITERATURE (HONORS)

#### Carolina Entrepreneurial Initiative

LA, CI, WB

Ritchie Kendall

TuTh, 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 ordinary and extraordinary people 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 seminar will explore how early modern England from the 16<sup>th</sup> to the 19<sup>th</sup> centuries imagined new economic orders through plays and novels. 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 18<sup>th</sup> 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 19<sup>th</sup> century, we will read two works, a little known melodrama, *The Game of Speculation*, as well as the iconic *A*

*Christmas Carol* by Charles Dickens. Both stories speculate on the compatibility of economic and spiritual success. We will conclude with a modern epilogue: three satiric films from the era of Reagonomics including Oliver Stone's *Wall Street*, Mike Nichols' *Working Girl*, and Jon Landis' *Trading Places*. Our objective throughout will be to analyze how literary art, itself a form of economic activity, simultaneously demonizes and celebrates the “miracle of the marketplace” and those financial pioneers that perform its magic.

*Associate Professor of English and Comparative Literature, Ritchie Kendall joined the UNC faculty in 1980. He holds a B.A. in English from Yale University (1973) and an M.A. and Ph.D. in English from Harvard University (1980). His specialty is in English Renaissance drama with an emphasis on the socio-economic dimensions of early modern theater. He has taught Honors courses in Shakespeare, Elizabethan and Jacobean drama, comedy and social class, epic and drama, and early modern ideas of entrepreneurship.*

### ENGL 87: JANE AUSTEN, THEN AND NOW

VP

Jeanne Moskal

MWF, 1:00–1:50pm

The focus for this semester will be “*Pride and Prejudice: Then, Now, and In Between.*” Students will begin with in-depth reading of Austen's 1813 novel and its treatment of sisters dispersed by the competition for a good marriage. We will then analyze adaptations, parodies, and extensions of *Pride and Prejudice* itself, in print and on film, as well as cultural migrations of Austen's themes to other settings like Civil-War America, Tsarist Russia, present-day India, and present-day Utah.

Assignments: Daily quizzes; creative assignment (5 pages) due at midterm; research assignment (5 pages) due at end of term. Each student will begin a class discussion once every two or three weeks.

*Jeanne Moskal specializes in travel literature and in the British Romantic Period. Her current research on the writings of Anglo-American women missionaries has been funded by the National Endowment for the Humanities and by the Lilly Foundation. She has authored a book on William Blake and edited Mary Shelley's travel books for the standard edition of her works. She was the Founding President of the International Society of Travel Writing and edits The Keats-Shelley Journal, the journal of record about the second generation of British Romantic authors.*

### ENGL 89: IMAGINING THE FUTURE

LA, NA

Matthew Taylor

TuTh, 12:30–1:45pm

What will our world look like in 10 years? 50? 100? Will the future be a utopian paradise or a dystopian wasteland? Through a wide-ranging survey of popular science writing, novels, films, and manifestos, this seminar will examine fictional and nonfictional attempts to imagine the future, from the 19<sup>th</sup> century to the present. We will explore everything from futurology (the science and industry of predicting possible futures) and transhumanism (the movement to radically enhance human beings through emerging technologies) to

warnings of imminent environmental collapse and depictions of post-apocalyptic landscapes. Our focus will be less on assessing the accuracy of these predictions and more on determining what they tell us about the hopes and fears of the present. Students will work individually and collaboratively in multiple formats, including group presentations, focused writing exercises, and in-class debates (the lecture portion of the seminar will be kept to a minimum). Occasional film screenings outside of class may be required.

Matthew A. Taylor received his Ph.D. in American Literature from Johns Hopkins University and is an assistant professor in the Department of English and Comparative Literature. His essays have appeared in or are forthcoming from various prestigious journals, and he is in the process of completing a book manuscript on 19<sup>th</sup>- and early 20<sup>th</sup>-century literary cosmologies. His research interests include science and literature studies, posthumanism, and interdisciplinary critical theory. When not writing about other worlds, he enjoys living in this one, especially when hiking with his dog.

### ENGL 89H.001: READING AND WRITING WOMEN'S LIVES (HONORS)

LA

Jane Danielewicz  
TuTh, 11:00am–12:15pm

How do our lives become stories? This simple question provokes writers to produce autobiographies or memoirs or biographies. This honors seminar narrows the scope, focusing on contemporary stories that involve personal and lived experience by and about women. Not only will we be reading autobiographical stories and theories that describe women's experience, but we will also try producing creative nonfiction ourselves. What stories will students—as women or as men—tell about their lives? Students will be challenged to investigate questions of self and identity by composing (using traditional written or new media formats) four genres of life writing during the seminar: autobiography, autoethnography, biography, and personal essay. Students will learn the research methods involved in life writing. The seminar will be conducted as a workshop to promote interactive, experiential learning. Students will be organized into working groups to facilitate community building. Published authors will visit the class. Students will publish their own work through public readings and online venues.

Jane Danielewicz is curious about almost everything; she can't help but live the life of the mind. She is a passionate reader, writer, and teacher. At UC Berkeley, Jane's graduate work focused on linguistics and literacy, writing and rhetoric. Her work at UNC continues in this vein. She investigates the nature of written language and also the teaching of writing. Her special interest is in life-writing, particularly the study of contemporary autobiography. She is proud to be the Richard Grant Hiskey Distinguished Professor in Research and Undergraduate Teaching and has a particular affinity for working with first-year students. She enjoys creating assignments that tempt students to push their envelope. An associate professor in the Department of English and Comparative Literature, she also directs the undergraduate Writing Program. Jane is currently writing a book, *Autobiographical Actions: Genre and Agency*, about how autobiographical texts are not simply interesting narratives but act to solve social problems or produce new ways of understanding the world.



*"Taking ENGL 89H was one of the best decisions I made my first semester. It gave me the chance to explore who I am and where I fit in (on campus, in my community, in life...). Professor Danielewicz*

*was more caring than you can imagine, and I can't underemphasize how helpful her guidance was while navigating a new university."*

—Ellen C.

### ENGL 89H.002: HORROR (HONORS) John L. Townsend III FYS in English

Tyler Curtain  
MWF, 11:00–11:50am

Why Horror? The world is filled with terrors and horrors. The question is, do we need a literature to tell us this? Shouldn't we be reading works that offer roadmaps to what is good and beautiful? In times like these, shouldn't a university student be reading the great works of Western Civilization? Those works, we are told, will provide us with solace for cultural decline, and a blueprint to a moral order during an age of corruption and self-interest. The Horror genre includes works that are terrifying, scary, creepy, and (appropriately) horrific. The genre is also deeply moralistic. Promiscuity? Punished with dismemberment. Sex, drugs, and rock-and-roll? Certain to be preludes to awful deaths. From Lot's wife to Salem's Lot, we will discuss horror-as-morality. For the first class, please read two tales. The first is Shirley Jackson's *The Lottery*. The second, Ursula K. Le Guin's *The Ones Who Walk Away from Omelas*. On the first class, we will discuss those two great short stories as we start a semester-long conversation about what counts as horror and how the world is ordered.

Tyler Curtain is a theorist with the Department of English and Comparative Literature. He teaches graduate and undergraduate courses in theory, as well as courses in science fiction and fantasy. Professor Curtain is a member of the executive committee of the Discussion Group on Science Fiction and Utopian and Fantastic Literature of the Modern Language Association. He will be the group's President in 2016–2017.

## EXERCISE AND SPORT SCIENCE

### EXSS 51: ENTREPRENEURSHIP IN HUMAN PERFORMANCE AND SPORT

Carolina Entrepreneurial Initiative

EE

Deborah Stroman  
TuTh, 9:30–10:45am

Interested in learning the necessary fundamentals of starting your own business in the sport industry? This seminar provides inquisitive students an introduction to

entrepreneurship and its application in the world of human performance and sport business. There is a substantial body of knowledge, concepts, and tools that business owners need to know before “stepping out on their own.” This seminar explores creativity exercises and introduces entrepreneurial business tools inspiring students to develop and seek out profitable opportunities and/or serve as social entrepreneurs whose goal is to make a difference in the solving of world problems. There is an endless customer base of sports aficionados, customers, fans, patients, and spectators willing to pay for a quality product and/or service. The following concepts are specifically applied to sport entrepreneurial opportunities: the characteristics of entrepreneurs; writing business plans; developing the business model; entrepreneurial marketing, sales, technology usage, finance and fund-raising; building a successful team; and exit strategies. The FYS will use lectures, group activities, case study analysis, videos, mini-presentations, and lively class discussions. Guest lecturers will visit to provide expert real-life knowledge and insight on entrepreneurship. Our goal is to answer questions such as “What are some of the pitfalls, minefields, and hazards I need to anticipate, prepare for, and respond to?” “What are the contacts and networks I need to access and develop?” “How can I recognize when an opportunity is more than just another good idea and if it fits my personal mindset, capabilities, and life goals?”

*Dr. Deborah Stroman teaches courses in administration, finance and economics, marketing, and leadership in the Department of Exercise and Sport Science. As the coordinator of the undergraduate field experience (internship) program, she seeks to provide sport administration students with a valuable practicum that matches their career interest. Prior to her appointment at UNC, Dr. Stroman successfully owned and managed sports marketing, financial consulting, and nutritional supplement companies.*

## FOLKLORE

### FOLK 77: THE POETIC ROOTS OF HIP-HOP: HIDDEN HISTORIES OF AFRICAN AMERICAN RHYME

VP, US

Glenn Hinson

TuTh, 12:30–1:45pm

“There ain’t nothing new about rapping.” That’s what elders from a host of African American communities declared when hip-hop first exploded onto the scene. This “new” form, they claimed, was just a skilled re-working of poetic forms that had been around for generations. Each elder seemed to point to a different form—some to the wordplay of rhyming radio deejays, others to the bawdy flow of street-corner poets, still others to the rhymed storytelling of sanctified singers. And each was right; elegant rhyming has indeed marked African American talk for generations. Yet because most such rhyming was spoken, its history remains hidden. This seminar will explore this lost history, searching the historical record to uncover hidden heritages of African American eloquence, rhymed storytelling, and sharp social critique. Our goal is nothing short of re-writing hip-hop’s history, by revealing the everyday



*A visit from NFL Super Bowl Champion Brent Jones in EXSS 51 “Entrepreneurship in Human Performance and Sport.” Photo by Beth Lawrence.*

poetries that, for generations, have defined what it means to be African American. Towards this end, student teams will conduct original archival research, which will lead to class presentations and individual papers; students will also attend a range of poetic events during the semester.

*Glenn Hinson’s engagement with African American expressive culture emerges from decades of work with artists that range from blues musicians and gospel singers to tapdancers, vaudeville comics, and hip-hop emcees. As a folklorist (and associate professor) who teaches in the Departments of American Studies and Anthropology, he studies everyday performances and the ways that they offer insights into the workings of culture. Professor Hinson’s current research focuses on oral poetry, self-taught art, and the intersection between faith and creativity.*

## GEOGRAPHY

### GEOG 56: LOCAL PLACES IN A GLOBALIZING WORLD

SS, GL

Altha Cravey

M, 3:00–5:30pm

Globalization is a word we hear every day, but what does it mean for us in local places? Specifically, what can an understanding of globalization tell us about Carolina and nearby places? This seminar weaves together perspectives on globalization with hands-on exploration of Carolina and its place in today’s global “knowledge economy,” and the University’s founding in relation to the globalizing forces of that day. Our focus will shift back and forth between the global and the local, even to the microscale of our campus. We will learn through a variety of experiences and approaches, including fieldwork, old documents, and some introductory GIS (geographic information systems) exercises in addition to readings, class discussion, and group work. By the end of the seminar, students will not only have an understanding of globalization and the very real connections between the global and the local, but also a unique perspective on our university.

*Altha Cravey became a geographer because she loves to travel and see new things. Her research focuses on globalization, labor, and gender issues in*

contemporary Mexico. She is beginning to publish on globalization in the U.S. South as well. Cravey was born and raised in Illinois and Indiana and worked as a construction electrician for eleven years before finishing her undergraduate education. Her dissertation at the University of Iowa was supported by a four-year Iowa Fellowship and was published as *Women and Work in Mexico's Maquiladoras* (Rowman and Littlefield, 1998). Cravey loves to bicycle around campus and Chapel Hill.



GEOL 56 field visit. Photo by Dan Sears, UNC-CH.

## GEOL 64: HISTORICAL GEOGRAPHY OF VIETNAM

HS, BN

Christian Lentz  
MWF, 2:00–2:50pm

What do we think of when we think of Vietnam? For many, Vietnam was and remains a war that haunts veterans, families, and politicians. But to think only of the “Vietnam War” overlooks a country and its story. In fact, many Vietnamese wonder why Americans are so preoccupied with the “American War!” We will explore modern Vietnam in order to situate the American War in a broader spatial and historical context. Landscapes range from forests, over mountains, through fields, and down stream to river deltas. Vietnamese move from village to city, meander through cafes and rice paddies, cross oceans and land again. Our journey begins with royal unification and collapse, winds through colonialism and nationalist struggles, pauses in the Cold War, and ends with ongoing reforms. This seminar aims to introduce a fascinating place rich in history and to animate a geographic imagination students can take anywhere. Through forays to the university library and media center, we learn how to locate and appreciate fact and fiction, primary and secondary sources, text and picture, film and map. Through reading and writing exercises as well as class viewings and discussions, students encounter new points of view, engage scholarly debates, and develop informed perspectives.

*When Christian C. Lentz was growing up in a small Rhode Island town, he wanted to experience places just over the horizon, if not the other side of the earth. So in college he learned Indonesian and studied abroad there before turning towards Vietnamese and Vietnam. He continues to work in Southeast Asia and is*

*interested in how everyday folk—farmers, soldiers, and traders—negotiate a social world enlivened by their thoughts and actions. His research looks at Vietnam during war and revolution, when ordinary people changed their world and, in many ways, turned it upside down.*

## GEOLGY

### GEOL 72H: FIELD GEOLOGY OF EASTERN CALIFORNIA (HONORS)

PL, EE

Drew Coleman  
TuTh, 2:00–3:15pm

This seminar will be designed around a one-week field trip to eastern California, where students will study geologic features including active volcanoes, earthquake-producing faults, evidence for recent glaciations and extreme climate change, and how locals deal with living on active geologic features. Before the field trip (which will take place the week of Fall Break and be based at the Sierra Nevada Aquatic Research Lab, Mammoth Lakes, California), the seminar will meet twice a week to go over basic geologic principles and to work on specific field topics for which student groups will be responsible. During the trip students will work on small projects (e.g., making a geologic map; measuring, and describing an active fault; observing and recording glacial features on a hike), and collect samples for an original, small group, research project. After the field trip students will complete laboratory analysis of samples and present the results of their research to the department. Grading will be based on the research, group work presented on the trip, and on a variety of small projects during the trip (notebook descriptions, mapping projects, etc.). Students will be required to pay some of the costs (estimated about \$850). This seminar will require missing three days of classes.

*Drew Coleman's research focuses on understanding how the Earth works by determining the rates of processes (mountain building, extinction, volcanism, etc.) that occurred in the past. To accomplish this he and his students date rocks. His teaching is inquiry-based and he is most happy when he is teaching “hands on” in the field or lab. He is also looking forward to beginning his term as Assistant Dean for First Year Seminars.*

## HISTORY

### HIST 72H: WOMEN'S VOICES: 20<sup>TH</sup>-CENTURY EUROPEAN HISTORY IN FEMALE MEMORY (HONORS)

HS, CI, NA

Karen Hagemann  
M, 4:00–6:30pm

The seminar examines 20<sup>th</sup> century European history through the lens of women's autobiographical writings. It explores women's voices from different generational, social, and national backgrounds. We will read and discuss autobiographical texts by six women, who grew up in middle class families in Austria, Britain, France, and Germany and wrote about their lives in the first half of the 20<sup>th</sup> century.

They all tried to make a difference in society and politics: Emmeline Pankhurst (1958–1928), a leader of the British suffragette movement; Alice Salomon (1872–1948), a liberal Jewish-German social reformer; Vera Brittain (1893–1970), a British peace activist and writer; Toni Sender (1888–1964), one of the first female parliamentarians in Weimar Germany; Genevieve De Gaulle-Anthonioz (1920–2002), a French resistance fighter and a survivor of the women’s concentration camp Ravensbrück; and Ruth Klüger (1931–), an Austrian-Jewish student who survived Auschwitz and became a professor in the U.S. The overarching theme of the seminar is the struggle of women for equal economic, social and political rights. We will explore what effects political changes, revolutions and wars as well as the Holocaust had on this struggle and the lives of women more general. Through intensive discussions of the reading in class, group work and the opportunity to write a research papers on a female autobiography of their own choice, the seminar offers students a unique approach to 20<sup>th</sup> century European history and will introduce them to historical research and writing.

*Karen Hagemann is the James G. Kenan Distinguished Professor of History and adjunct professor of the Curriculum in Peace, War and Defense. She published widely Modern European and German history as well as military and gender history. Currently she is finishing a book entitled Revisiting Prussia’s Wars against Napoleon: War, Political Culture, Memory (Cambridge University Press) and is starting to work as the general editor of the Oxford Handbook Gender, War and the Western World since 1650 (history.unc.edu/people/faculty/karen-hagemann).*

## HIST 89: EMPERORS, COURTS AND CONSUMPTION: THE MUGHALS OF INDIA

**John L. Townsend III FYS in History**

BN, WB

Emma Flatt

TuTh, 11:00am–12:15pm

The Mughal Empire (1526–1858) is not only one of the most well-known of South Asian polities, it was also the grandest and longest lasting empire in Indian history. At its height this empire covered almost the entire subcontinent and its rulers and elites were responsible for much of the iconic architecture and painting associated with India in the popular mind today. Rich in textual, material and visual primary sources, in recent years this period has been the focus of vibrant and exciting scholarly work, which has re-evaluated long-held assumptions about the nature of pre-modern South Asia. Through a study of autobiographical texts, contemporary accounts, objects, architecture and later representations in scholarly works, films, novels, and Wikipedia entries, we will analyze the complex ways in which this powerful dynasty portrayed itself and the various ways it is remembered today.

*Emma Flatt’s research has focused on mentalities and practices in the courtly societies of medieval South India. She is currently writing a book which examines how skills like perfume-making, astrological divination, gardening, magical spells and letter writing allowed nobles to succeed at court. She is also researching the history of friendship in medieval South Asia. Originally from the UK, she has lived, studied and worked in India, Italy and Singapore.*

## HIST 89H: WATER IN THE MIDDLE EAST (HONORS)

**John L. Townsend III FYS in History**

HS, GL

Sarah Shields

TuTh, 2:00–3:15pm

This seminar will introduce students to the recent history of the Middle East and the Aegean, to the importance of the environment in analyzing the past, and to the methods historians use to understand the past. This seminar will focus on encouraging critical analysis of sources and thinking about the multiple causes of events in the past. Historians emphasize that “facts” are not sufficient, that it is necessary to bring a critical eye to sources, that events cannot be understood independent of their context, and that they make sense only when they can be marshaled into evidence to support coherent interpretations of the past. For first year students, learning to differentiate between “opinion” and “interpretation” is essential, and historical methodology can provide the background necessary to both create and analyze arguments based on evidence. The seminar will also make the connection between history and policy, insisting that today’s water issues in the region cannot be understood outside of their historical contexts.

*Sarah Shields, Bowman and Gordon Gray Distinguished Term Professor in the Department of History, is fascinated by the way people define themselves. She is currently studying how residents of the Middle East understood their “national” identities during the 1920s and 1930s. In addition to this first year seminar, she teaches a broad survey of Islamic civilization, as well as topical courses on Middle East Women, the Arab-Israeli conflict, and the modern Middle East. Last summer she took 10 UNC students to Turkey to study the meaning of “Turkishness.” She has lived and studied in Turkey, Syria, Israel, and Morocco.*

## INTERDISCIPLINARY STUDIES

### IDST 89: MAGIC, RELIGION, AND SCIENCE—FROM THE MIDDLE AGES TO THE PRESENT

HS

*Royster fellows:* Maia Dedrick, Melati Nungsari, Shaily Patel

*Instructor of record:* David Pfennig

TuTh, 11:00am–12:15pm

From Harry Houdini to Harry Potter, the concept of magic has fascinated the modern imagination. This seminar explores the various ways in which ‘magic’ is constructed. Is magic something that is distinct from religion? Or have we simply labeled something ‘magical’ when it doesn’t conform to our notions of ‘religious?’ Is there a difference between shamanism and medicine if both practices are designed to heal? This seminar examines the distinctions between magic, religion, and science through various frameworks including anthropology, sociology, and economics. We will use these frameworks to analyze how definitions of magic, religion, and science are constructed and maintained. We will consider magical practices and discourses that cover a range of topics from alchemy to witchcraft trials. Through this seminar, students will learn how to negotiate distinctions between

magic, religion, and science, and develop an awareness of the various factors that precipitate these classifications. Students will keep a weekly reading journal, conduct independent research, and participate in a mock trial for the practice of magic or witchcraft.

*Maia Dedrick is an anthropological archaeologist. Her interests include the archaeology of religion and colonialism, as well as what plants people used and how they used them for food, rituals, medicine, and craft production.*

*Melati Nungsari is an economist whose interests include industrial organization and search and matching theory. She pursues the following questions: How do matching platforms (like online dating sites) price their services? What is the most efficient configuration of such markets?*

*Shaily Patel studies the religions of the Ancient Mediterranean. Her area of expertise includes magical texts and contexts. Specifically, she examines the various ways earliest Christians negotiated their own religious identities vis-à-vis a number of competing Greco-Roman identities.*

*David Pfennig is the Caroline H. and Thomas S. Royster Professor in the Department of Biology. He is broadly interested in the interplay between evolution, ecology, and development. Specifically, he studies the consequences of environment on development, the role of competition in biodiversity, and Batesian mimicry.*

## INFORMATION AND LIBRARY SCIENCE

### INLS 89: SOCIAL MOVEMENTS AND NEW MEDIA

SS

Zeynep Tufekcioglu  
TuTh, 12:30–1:45pm

Movements ranging from uprisings in Tunisia, Egypt and beyond to “Occupy” protests in the United States have been using new media technologies to coordinate, organize, and intervene in the public sphere as well as to document, share, and shape their own stories. Using a range of tools from Facebook to Twitter, from satellite modems to landlines to ad-hoc mesh networks, these movements have made their mark in history. The objective of this seminar is to enhance our conceptual and empirical understanding of the interaction between the new media ecology and social change. We will explore various approaches to studying social movements and social change and look at specific cases. Governments and powerful institutions are also responding to the challenge posed by the emergence of the Internet as a mundane and global technology. From increased surveillance and filtering capacity, to delivering propaganda over the Internet to their own, governments around the world are broadening their repertoire of social, technical, and legal tools for control and suppression of—and through—the Internet. We will explore the integration of new media tools within these movements as well governmental and institutional responses to these developments. Materials for this class will include readings, videos (not to be viewed in class but as material to be viewed), and a variety of visiting speakers (both in person and via Skype).

*Dr. Zeynep Tufekci is an assistant professor in the School of Information and Library Science and an adjunct professor in the Department of Sociology. Her research interests are social impacts of technology, privacy and surveillance, inequality, research methods and complex systems. Her work has been featured in the New York Times, Science, Washington Post, and other media.*

## JOURNALISM AND MASS COMMUNICATION

### JOMC 89: ENTREPRENEURISM IN AMERICAN JOURNALISM

#### Carolina Entrepreneurial Initiative

HS, NA

Ferrel Guillory  
TuTh, 12:30–1:45pm

This seminar considers the development of news through radio, through television, through newspapers and magazines and now through digital means of delivery. Throughout the seminar, students will examine enterprising journalists and journalistic institutions—and their roles in assembling both a mass audience and niche audiences—and how in doing so they exert influence on the political and cultural dynamics of the United States. This seminar seeks to give students experience in writing interpretative journalism. It places a special focus on analyzing the formation of journalistic enterprises, and students will have an opportunity to produce their own entrepreneurial ideas for journalistic enterprises that fit current technology and that serve to inform the public agenda. At the conclusion of the seminar, students will have a deeper appreciation for ethics, media-citizen relationships, and the complexities of people wielding power through a free press in a free, democratic society.

*Ferrel Guillory is a professor of the practice in the UNC School of Journalism and Mass Communication and an adjunct faculty member in the Department of Public Policy. He founded the Program on Public Life in 1997 and is a senior fellow at MDC, Inc., a non-profit research firm in Chapel Hill. Guillory serves on the Council on the Southern Community of the Southern Growth Policies Board and on the board of trustees of the North Carolina Center for the Advancement of Teaching.*

## MARINE SCIENCES

### MASC 55: CHANGE IN THE COASTAL OCEAN

PL

Christopher Martens  
TuTh, 9:30–10:45am

This seminar provides students with opportunities to explore recent changes in marine and terrestrial environments caused by the interactions of fascinating oceanographic processes. Class presentations and discussions focus on the work of active marine scientists who combine their traditional disciplinary research with knowledge and skills from other fields as needed to understand new environmental challenges. This cross-cutting scientific

approach prepares class members to recognize important connections between traditional disciplines to discover interdisciplinary research areas that they might wish to further explore during their undergraduate careers at Carolina. In preparation for discussions, laboratory demonstrations, and occasional visits to field sites, we read a series of recently published, non-technical research papers. We use information from those papers plus current research at Carolina to investigate how biological, geological, physical, and geochemical processes interact to influence coastal, open-ocean, and tropical environments. Students will participate in “video- and photo-trips” during classes, laboratory demonstrations using state-of-the-art instrumentation in our laboratories, and “hands on” mini-experiments designed to emphasize the importance of the scientific question rather than just the technology involved. Please note that this seminar has no prerequisites.

*Christopher S. Martens earned his Ph.D. in Chemical Oceanography from Florida State University in 1972, then moved to Yale to complete two years of postdoctoral study before joining the faculty at UNC in 1974. His current research focuses on how biological processes affect the chemistry of seawater, sources of greenhouse gases, changing coral reef ecosystems, and the carbon cycle in deep sea environments including the northern Gulf of Mexico area impacted by the Deepwater Horizon disaster. He publishes widely and has twice been co-recipient of the Geochemical Society's Best Paper award in Organic Geochemistry. He is an experienced SCUBA diver and underwater videographer. He has received a “Favorite Faculty” award for recognized excellence in undergraduate teaching.*

### MASC 57: FROM “THE SOUND OF MUSIC” TO “THE PERFECT STORM”

PL, QI

Alberto Scotti

TuTh, 12:30–1:45pm

We are constantly surrounded by phenomena that are wave-like in nature. We communicate over short distances with sound waves, and we use electromagnetic waves to communicate over long distances. We see waves when we stand at beach, and the weather we experience is controlled very often by wave-like features of the jet stream. In this seminar, we will develop the conceptual framework necessary to understand waves, starting from laboratory observations. The main goal is to explore the common traits of waves, and how these traits can be used to enhance our understanding and to predict the outcome of a broad range of important physical phenomena.

*Alberto Scotti is a native of Milano, Italy, and attended the university there, where he earned a laurea in physics in 1992. He then moved to Baltimore, Maryland, where he completed a Ph.D. degree in Engineering at Johns Hopkins University in 1997. Subsequently, Dr. Scotti completed his postdoctoral study at the Woods Hole Oceanographic Institution, where he retooled himself as an oceanographer. In 1999, Dr. Scotti joined the faculty at UNC in the Department of Marine Sciences. His research interests center on problems of applied fluid dynamic that are related to the environment and/or geophysics. When not working on problems of fluid dynamics, he enjoys the outdoors, especially alpine activities like mountaineering and skiing with his wife and children.*

## MATHEMATICS

### MATH 58: MATH, ART, AND THE HUMAN EXPERIENCE

QI

Mark McCombs

TuTh, 12:30–1:45pm

This seminar is designed to engage students in an exploration of the relevance of mathematical ideas to fields typically perceived as “non-mathematical” (e.g., art, music, film, literature). Equally important will be an exploration of how these “non-mathematical” fields influence mathematical thought. Seminar activities and assignments have been designed to illuminate the fact that even the most complex mathematical concepts grow out of real people’s attempts to understand their world. By the end of the seminar, students should be able to

- Identify and assess how mathematical ideas influence and are influenced by ideas expressed through art, music, literature, religion, etc.
- Compare and contrast different philosophies concerning the nature of mathematics
- Articulate their own well-reasoned ideas concerning the nature of mathematics
- Discuss the evolution of fundamental mathematical concepts in a historical as well as a cultural context
- Discuss the work and lives of important mathematicians in relation to the “non-mathematical” work of their contemporaries
- Identify and assess how their own understanding of mathematical ideas influences the way they interact with the world

Seminar assignments and activities will include weekly readings and short homework writing assignments (2–3 paragraphs), quizzes, and a portfolio of mathematical art (e.g., painting, origami, poetry, music). No prerequisite is required.

*Mark McCombs received both his bachelor's and master's degrees in mathematics from UNC–Chapel Hill. He is entering his 23<sup>rd</sup> year as a UNC faculty member and is a recent recipient of both a Tanner Award for Excellence in Undergraduate Teaching and a Students' Undergraduate Teaching Award. He has also served as the mathematics department's Director of Teacher Training, as well as an academic adviser in the College of Arts and Sciences. He authored the textbook (and companion website) used in Math 110 (college algebra) and supervises TAs who teach pre-calculus and calculus courses. He is especially committed to helping students discover more confidence in their own mathematical abilities. He enjoys writing, photography, film making, and UNC basketball.*

### MATH 62H: COMBINATORICS (HONORS)

QI

Ivan Cherednik

TuTh, 11:00am–12:15pm

The seminar is an excellent background for future specialists in mathematics, physics, computer science, biology, economics, for those who are curious what statistical physics is about, what

is cryptography, and how stock market works, and for everyone who likes mathematics. The seminar will be organized around the following topics:

- Puzzles: dimer covering, magic squares, 36 officers
- Combinations: from coin tossing to dice and poker
- Fibonacci numbers: rabbits, population growth, etc.
- Arithmetic: designs, cyphers, introduction to finite fields
- Catalan numbers: from playing roulette to the stock market

Students will learn about the history of Combinatorics, its connections with the theory of numbers, its fundamental role in the natural sciences and various applications. It is an advanced research seminar (but has no prerequisites); all students are expected to participate in projects under the supervision of the instructor and the Graduate Research Consultant. The grades will be based on exams, bi-weekly homework assignments, and participation in the projects. The seminar requires focus and effort, but generally, the students have been quite satisfied with the progress they make (and their grades too).

*Ivan Cherednik is Austin H. Carr Distinguished Professor of Mathematics. Trained at the Steklov Mathematics Institute of the Soviet Academy of Sciences and at Moscow State University, his areas of specialization are Representation Theory, Combinatorics, Number Theory, Harmonic Analysis, and Mathematical Physics. Cherednik's particular affection for Combinatorics is well known: he proved the celebrated Constant term conjecture in Combinatorics.*

## MATH 89: NETWORKS: THE SCIENCE OF THE CONNECTED WORLD

QI

Peter Mucha

TuTh, 9:30–10:45am

We live in a connected world, where the confluence of the different connections—social, political, financial, informational, technological, biological, behavioral, epidemiological—affects virtually every aspect of our lives. “The study of networks provides a language for describing these connections and for attempting to describe the resulting impacts. Most people are familiar with the concept of a network in terms of hyperlinked web pages or online social networks; but networks are also useful for studying a wider variety of applications, with “nodes” representing actors of interest and connecting “edges” representing relationships. We will explore the roles of networks in public health, political activity, economic markets, workplace interactions, and internet search, among others. We will explore classical ideas in graph theory, fundamental concepts in social network analysis, and more recent developments in network science. We will also meet with guest speakers who are leading mathematical and social scientists studying networks.

*Peter Mucha's current research focuses on the mathematical and computational study of networks, developing and understanding tools for the study of real-world data. Prior to joining the Department of Mathematics and the Institute for Advanced Materials, Nanoscience and Technology at UNC, Prof. Mucha taught at Georgia Tech and held a postdoctoral instructorship in applied mathematics at MIT.*



*Image of guest André Barden in MUSC 89. Photo by Mary Lide Parker.*

## MUSIC

### MUSC 65: MUSIC AND CULTURE: UNDERSTANDING THE WORLD THROUGH MUSIC

VP, NA

Emil Kang & James Moeser

TuTh, 11:00am–12:15pm

This seminar will focus on the incredibly wide variety of performances in the Carolina Performing Arts. Through attendance at performances, research on works being performed and on the performing artists themselves, including opportunities to meet these artists, students will explore questions such as: How does music reflect culture? What makes a great work of musical art? What is the relationship between composition and performance? What are the obligations of the performer to the composer? What goes into the preparation of a performance? What is the impact of the audience on the performer? How much improvisation takes place in a live performance? What makes a particular performance outstanding, or by contrast, unsuccessful? We will also examine the ideas of virtuosity, curiosity, and re-invention. Students will be provided tickets and will be expected to attend all performances listed below. Musical ability and training is not a requirement for this seminar, although students with musical experiences are welcome. Program and dates are subject to change.

*Students will attend these performances:*

Sept. 27: Maceo Parker, George Clinton and the Parliament Funkadelic

Oct. 3: Jazz at Lincoln Center Orchestra with Wynton Marsalis

Oct. 8: L-E-V with Sharon Eyal and Gai Behar

Oct. 23: András Schiff, piano – *Goldberg Variations*

Oct. 29: Chris Thile, mandolin

Nov. 4: *The Manganiyar Seduction*

Nov. 12: Taj Mahal, Vusi Mahlasela, and Deva Mahal – *World Blues*

TBD: Jimmy Cliff

*Emil Kang is Executive Director for the Arts and Professor of the Practice of Music. Kang arrived in 2005 as UNC-Chapel Hill's first Executive Director for the Arts, a senior administrative post created to help unify and elevate the performing arts at the University. In September 2012, Kang was appointed by President Obama to serve on the National Council on the Arts, an 18-member body charged with advising the Chairman of the National Endowment of the Arts on programs and policies. Prior to coming to Chapel Hill, Kang served as President and Executive Director of the Detroit Symphony Orchestra.*

*James Moeser is Chancellor Emeritus and Professor of Music. He served as UNC's chancellor for eight years, stepping down from that position in July, 2008. With degrees in music (organ performance) from the Universities of Texas and Michigan and Fulbright study in Berlin and Paris, he had a distinguished career as a concert organist before beginning a new career in academic administration. He served as an academic dean at the University of Kansas, where he was also a distinguished professor of organ, and at Penn State University. He was provost at the University of South Carolina and chancellor of the University of Nebraska-Lincoln, before coming to Chapel Hill to serve as chancellor. One of his proudest achievements was the creation of the Carolina Performing Arts series and the position of Executive Director of the Arts.*

## MUSC 89: MARKETING MUSIC

### Carolina Entrepreneurial Initiative

VP

Chérie Rivers Ndaliko

TuTh, 9:30–10:45am

This seminar takes the perspective of the modern musician, and explores how digital technology shapes the creation, dissemination, and promotion of music in a global context. Particular topics of study may include: the creative, legal, and ethical implications of digital composition, the changing shape and role of the recording studio, the digital distribution of music, the use of social networking to promote artists, the role of music in social movements, Internet-based fundraising (e.g., crowd funding), and critical issues of cross cultural audio visual representation. Students will take a hands-on approach to these topics with opportunities to participate in all aspects of audio-visual production and promotion. During this seminar students will also interact with guest musicians and music entrepreneurs to explore how to use digital technologies to make and market music themselves. This seminar will be best for students who like music, but musical skill and talent are not prerequisites for success. By the conclusion of the course the successful student will demonstrate critical understanding of the theoretical, creative, and practical aspects of music production in the early 21<sup>st</sup> century.

*Chérie Rivers Ndaliko is an assistant professor of music whose research interests center on intersections of music, film, and social change in conflict regions of Africa. Her work unites the study of audio-visual media with frameworks from cultural theory and post-/neo-colonial studies; with inquiry into identity, youth culture, and gender studies; and the role of expressive culture in social/political activism. She is also a composer and pianist who holds a B.M. in film scoring from the Berklee College of Music, an A.M. from Harvard University in Ethnomusicology, and a Ph.D. from Harvard University in African Studies. While living and carrying out research in the Eastern Congo, Ndaliko has served as co-director of the Yole! Africa cultural center.*

## MUSC 89H: DIGITAL ISABELLA D'ESTE (HONORS)

VP, WB

Anne MacNeil

TuTh, 3:30–4:45pm

Digital Isabella d'Este is designed to prepare students for future opportunities in the digital humanities, international research collaborations, and interdisciplinary European studies. Through group work on the on-going development of an open-access digital research forum, we will study the correspondence, music, and history of the most prominent female figure of the Italian Renaissance, Isabella d'Este, Marchesa of Mantua (1474–1539). Because Isabella d'Este is the textbook example of a multi-talented Italian "Renaissance woman," her activities interest researchers in a wide range of disciplines. Our project will aim to assemble at one site a tool for continuing collaborative study of all of her pursuits: political governance, letter writing, art collecting, architecture, patronage of music and theater.

Direct access to Isabella's correspondence, the rooms she lived in, and the artifacts of her aesthetic environment are currently restricted to those who can travel to a small city in Italy where these materials are preserved. Upon arrival in Mantua, one may (with special permission) visit the famous art and performance space Isabella created in the Ducal Palace, her studiolo, but such visits can be disappointing. Except for ceiling decorations and the remnants of a few painted walls, these rooms stand empty today, their paintings, books, sculptures, clocks, and musical instruments scattered in museum collections around the globe, their music long silenced. Digital Isabella d'Este seeks to assemble interactive resources for study of this important figure "in the round." No prior knowledge of music, art, or computer programming is necessary.

*Anne MacNeil's love for Renaissance Mantua began while she was writing her doctoral dissertation on music and the commedia dell'arte (improvised theater of the Italian Renaissance—an art form that continues today in the films of Roberto Benigni). While studiously examining documents in the state archives there, she met and became friends with other students and researchers who were also investigating the history of this magical city. Many of these people are still her best friends. One of them, Deanna Shemek (a Literature Professor at the University of California, Santa Cruz) and Prof. MacNeil have started to build an interactive online research site called Isabella d'Este Archive (IDEA), so they can bring the wonders of Renaissance Mantua to students and researchers around the world. They are hoping you will join them on this adventure!*

## PHILOSOPHY

### PHIL 51: WHO WAS SOCRATES?

PH, NA, WB

Mariska Leunissen

TuTh, 11:00am–12:15pm

Socrates is by far the most famous Greek philosopher and, perhaps, the first real philosopher known in the Western tradition. In this seminar, we explore the intellectual and historical context within which Socrates is thought to have

revolutionized philosophy so as to better understand his significance for his contemporaries and for us. Our focus, however, will be on the large and perennial human questions that Socrates made his own: How should we live? What is justice? What is virtue? What sort of society should we strive to provide for our families and for ourselves? Each week we will read a part of one of the primary texts and discuss it carefully in the class. These discussions will serve both as a testing-ground for ideas and as preparation for the writing assignments. By learning to talk and write in an engaging but disciplined ways about books and ideas that are both exciting and significant, we will not only be finding out about Socrates but also be taking up the Socratic challenge to live the examined life.

*Mariska Leunissen works in ancient philosophy, with special interests in Aristotelian natural philosophy and philosophy of science. Leunissen's Explanation and Teleology in Aristotle's Science of Nature has recently been published by Cambridge University Press. Her current work focuses on the biological foundations of Aristotle's ethics. She joined the faculty at UNC-Chapel Hill in fall of 2011. Before coming to Chapel Hill, she completed an M.A. in Classics and an M.A. and Ph.D. in Philosophy at Leiden University, The Netherlands.*

#### PHIL 55: PARADOXES

PH, CI

Keith Simmons  
W, 2:00–4:30pm

Paradoxes have been a driving force in Philosophy since the 5<sup>th</sup> Century B.C. They force us to rethink old ideas and conceptions. Aristotle famously said that Philosophy begins in wonder—and he had in mind the kind of deep puzzlement that paradoxes generate. In this seminar, we will study a wide range of paradoxes: Zeno's paradoxes about space, time, and motion, the sorites paradoxes about vagueness (such as the paradox of the heap), paradoxes of rationality (Newcomb's paradox and the Prisoner's Dilemma), paradoxes of belief (including paradoxes of confirmation, and the surprise examination paradox), logical paradoxes (Russell's paradox about classes and the Liar paradox about truth), and paradoxes about time. These paradoxes are not just important—they are fun too. They encourage us to think creatively, in new and surprising ways. In this seminar, you will be given the opportunity to tackle the paradoxes yourselves, through group discussions, oral presentations, and frequent written assignments. Philosophy is best viewed as a practice, as something that one does. By actively engaging with the paradoxes, both orally and in your written work, you will develop the intellectual skills that make philosophical progress possible.

*Keith Simmons specializes in logic and philosophy of language. He is originally from London, and came to UNC via University College London and UCLA. He has written a book about the Liar paradox, and is currently working on a manuscript that explores a broad family of logical paradoxes. He claims not to have lost his English accent, and he's a lifelong supporter of Tottenham Hotspur football club.*

#### PHIL 57: RACE AND AFFIRMATIVE ACTION

US

Bernard Boxill  
TuTh, 11:00am–12:15pm

The goal of the course is to get a mature and correct understanding of race, racism, and affirmative action.

*Bernard Boxill is the Pardue Distinguished Professor in the Department of Philosophy. Professor Boxill works in social and political philosophy and African American philosophy.*

#### PHIL 66: ETHICS: THEORETICAL AND PRACTICAL

PH

Thomas Hill, Jr  
TuTh, 11:00am–12:15pm

This seminar aims to encourage students to think seriously and clearly about ethical problems by means of class discussion, group research projects, and examination of philosophical and literary works. Theoretical issues to be considered include relativism, utilitarianism, deontological ethics, and virtue ethics. Practical issues may include abortion, substance abuse, treatment of animals and the environment, and sex, love, and marriage.

*Thomas Hill is a Kenan Professor in the Department of Philosophy. Professor Hill has written extensively in ethics, the history of ethics, and political philosophy.*

#### PHIL 89: PROOFS OF THE EXISTENCE OF GOD

PH

Douglas MacLean  
TuTh, 9:30–10:45am

Our primary aim in this seminar is to examine attempts by philosophers to prove the existence of God. How good are the arguments? What is the aim of producing or criticizing such proofs? What philosophical and moral issues come into focus as we confront the challenges involved in proving God's existence? Our secondary aim is to raise and explore some other related issues, such as: What is the relation between knowledge and faith? Is there a conflict between science and faith? What psychological or evolutionary reasons might explain the fact that belief in God is a nearly universal cultural phenomenon? Is God's existence a necessary condition for the objectivity of ethics?

*Douglas MacLean's current research focuses on practical ethics and issues in moral and political theory that are particularly relevant to practical concerns. Most of his recent writing examines how values do and ought to influence decisions, both personal decisions and government policies.*



Professor Hugon Karwowski working with a student. Photo by Dan Sears, UNC-CH.

## PHYSICS

### PHYS 52: MAKING THE RIGHT CONNECTIONS

Hugon Karwowski

MW, 11:00am–12:15pm

M, 1:00–3:00pm (Lab) or F, 2:00–4:00pm (Lab)

This seminar will investigate the multiple roles that computers perform in scientific investigations. We will discuss and test in practice how the connections are made between measuring devices and computers, how the collected data are evaluated, and how the decisions based on the experimental results are made. We will look at how the information is fed back into the data acquisition process. We will also discuss the role of the computer simulations in scientific research, and the societal consequences of recent technological advances. The accompanying lab will give students basic working knowledge of data acquisition techniques with primary focus on encoding, decoding and flow of data from and to scientific instruments. This seminar will be of particular interest for prospective science majors, but there are no prerequisites.

*Hugon J. Karwowski, who is a native of Poland, is a physicist and a teacher. His research is in applied nuclear physics, neutrino physics and astrophysics. Most of his experimental work is performed using accelerators at the Triangle Universities Nuclear Laboratory. His other interests are politics, world history and grade inflation. He is a winner of numerous teaching awards and has served as a mentor of students on all levels.*

## PUBLIC POLICY

### PLCY 70: NATIONAL POLICY: WHO SETS THE AGENDA?

SS, CI, NA

William Hodding Carter

TuTh, 2:00–3:15pm

The U.S. is governed by democratically elected leaders. According to theory, they both represent the people and lead them, setting and implementing policies to further prosperity

and justice at home and security abroad. But who and what actually sets the nation's policy agenda? The President? Congress? The media? Special interests? Dramatic and unexpected events—9/11, for example—or carefully calibrated long-term plans? Variable public opinion or inflexible ideological zeal? These are some of the questions that we will attempt to answer. We will examine closely the work of agenda-setting theorists as well as contemporary case studies. There will be individual presentations based on assigned papers throughout the semester. Team projects aimed at creating agenda-setting campaigns will take up much of the final weeks of the seminar.

*Hodding Carter has been actively involved in local, state, and national politics, held high level federal office, and reported and commented extensively on public events of the past 47 years as a print and television journalist. As a tenured professor at the University of Maryland, he taught courses on the close relationship between media and government, and the failure of both to serve adequately the interests of the people. As President Jimmy Carter's Assistant Secretary of State for Public Affairs and State Department spokesman, he was the public face of the nation's foreign policy. As a private citizen, he has taken leadership and advocacy roles on significant domestic and foreign policy issues. He was president and CEO of the \$2.4 billion John S. and James L. Knight Foundation before coming to Chapel Hill in 2006. While an active television correspondent, anchor and commentator, he won four national Emmy Awards.*



*“When it comes to the media, elections, and agenda setting there are some secrets that can only be revealed by experts. Professor Hodding Carter is one of those experts that taught us how to look at the world of politics in a different way.”*

—Amir J.

## POLITICAL SCIENCE

### POLI 50: MOVIES AND POLITICS

SS, CI

Pamela Conover

MW, 9:00–11:20am

In this seminar, we will consider the interplay between films and politics—filmmakers and citizens. We will discuss production values, what movies “mean,” and the intent of filmmakers, but our major focus will be on the contribution of films to political life and what we can learn from films about our political system as well as ourselves as citizens. Towards this end, we will watch both fictitious and documentary films. One theme will be to evaluate whether political films provide accurate understandings of reality. Another theme will be to explore the changing influence of documentary filmmakers in shaping the political role of films in our society. A third theme will be to consider

how political life is shaped by diversity—race, class, gender, sexuality, and religion—and the extent to which that diversity is represented in films. A final theme will be to examine how our self-understandings as citizens are shaped by the experience of watching films. Among the topics covered will be propaganda, industry and governmental censorship, campaigning, interest groups and corruption, congress and the presidency, the judicial system, foreign affairs, and contemporary wars. In addition to watching films and reading about them, students will engage in seminar discussions, wiki writing, and online discussions. Grades will be based on several writing projects, a group project, and a final exam.

*Pamela Conover, Burton Craige Professor of Political Science, was educated at Emory University, and received her Ph.D. at the University of Minnesota. Professor Conover teaches courses dealing with political psychology, and women and politics. In the past, Professor Conover's research has concerned the nature of political thinking, and the politics of identity and citizenship. She also coauthored the book Feminism and the New Right. Her current research is focused on the politics of identity, partisan polarization, and the nature of citizenship and political culture. In her spare time, she enjoys cycling and being walked by her two golden retrievers, Ally and Gracie.*



*“My first year seminar helped me broaden my outlook on the academic possibilities available to me at Carolina. I learned how to think critically about issues that are outside of the academic realm while also surrounding myself with students of similar interests.”*

—Mason R.

## POLI 62: POWER POLITICS

SS, CI

Terry Sullivan  
TuTh, 3:30–4:45pm

The use of political leadership stands at the center of an organized society; yet we know little about how leaders exercise their influence with other decision makers. In this seminar, students will examine theories of leadership ranging from ancient models of good character through the medieval theories of the religious tutors (Machiavelli and Erasmus) to modern business leadership, and then compare those theories with what real leaders do. To obtain this perspective, students will listen to secret recordings of bargaining between the president and other national leaders. This seminar teaches students about the differences between real leadership and theories of leadership. It also exposes them to the rigors of research projects conducted on the basis of real data they develop. In addition, this class will help students learn how to write more effectively to sound smart.

*Terry Sullivan (Ph.D., University of Texas) focuses on political leadership, the tradecraft of politicians, bargaining and persuasion, and White House operations. Since 1997, Professor Sullivan has directed the White House*

*Transition Project, which provides help to all the presidential campaigns, the past two president elects as they prepared to assume the presidency, and the last outgoing president. Professor Sullivan served on President Bush's Presidential Transition Coordinating Council where he helped coordinate the Bush to Obama transition and now serves on the National Commission on Reform of the Federal Appointments Process.*

## POLI 63: SOCIAL MOVEMENTS AND POLITICAL PROTEST AND VIOLENCE

SS, NA

Xi Chen  
TuTh, 11:00am–12:15pm

When organized, seemingly powerless people can challenge political domination and social injustice with a variety of popular collective actions: Social protests, riots, revolutions, and social movements. This seminar draws on empirical examples from the United States and a few other countries, and investigates how different forms of popular collective actions are taken in different times and spaces, and why some of them succeed while others fail. No prerequisites are required. Students will engage in intensive reading and class discussion, and watch a few documentaries. They are also required to conduct one or two research projects on a contentious political event or a social movement organization.

*Xi Chen joined the Department of Political Science in 2009 specializing in comparative politics. He received his Ph.D. in political science from Columbia University in 2005. His research interests include social movements, democratization, and state-society relations in the context of authoritarianism. He teaches Comparative Politics, Contentious Politics, and Chinese Politics. He is the author of Social Protest and Contentious Authoritarianism in China (Cambridge 2012). He is currently working on a study of labor resistance in restructured state firms in China.*

## POLI 71: POLITICS OF RACE, ETHNICITY, LANGUAGE, RELIGION, AND GENDER

SS, US

Andrea Benjamin  
TuTh, 2:00–3:15pm

In many parts of the world, race, ethnicity, language, religion, and gender are explicitly linked to politics. In the United States, we tend to link these identities to politics through political parties. In this seminar, we will explore the concepts of race, ethnicity, language, religion, and gender in a comparative context in order to gain a better understanding of their application in the United States. From there we will consider the relationship between race, ethnicity, language, religion, gender, and politics, from the perspective of citizens, candidates, policies, and institutions. We will use scholarly texts as the foundation for the seminar, but we will couple those with newspaper articles and narratives to gain a first-hand perspective as needed. This seminar will not have a final exam, but students will work on a group project and make a presentation to the class.

*Andrea Benjamin's research interests include race and politics, elections and voting behavior, identity, urban politics, and public opinion. She is currently*

working on a book that explores the potential for Black–Latino coalitions in local elections. Professor Benjamin is originally from Northern California. She completed her undergraduate degree at the University of California at Davis and earned her Ph.D. from the University of Michigan.

## POLI 89.001: LOBBYING & POWER IN WASHINGTON

SS, NA

Frank Baumgartner  
MW, 3:30–4:45pm

Billions of dollars are spent in efforts to influence the government in Washington each year. What is the effect of it all? Can lobbyists “purchase” policy outcomes? Is the government corrupt? What rules apply to make sure that lobbyists do not corrupt the system? Where are the loopholes? What about regular citizens; where is their entree into the system? Students will be actively engaged in class discussion, follow the activities of a particular interest group as debates play out during the semester in Washington (maybe gun control, immigration, or something else, depending on what is current), take a few quizzes, and write four short papers throughout the semester on different aspects of lobbying and power. Readings include a combination of political science books to provide some conceptual background and current events readings from newspapers and the web. Grades will reflect participation, quizzes, and papers.

*Baumgartner is a specialist on how the public agenda is set, how lobbyists attempt to frame issues, and on the public policy making process. He is author of a number of books including: Lobbying and Public Policymaking; Agendas and Instability in American Politics; and The Decline of the Death Penalty and the Discovery of Innocence. He has taught at Carolina since 2009. He is originally from Detroit and plays a lot of tennis. He is married to Jennifer Thompson, co-author of the book Picking Cotton the UNC Summer Read in 2010.*

## POLI 89.003: THINKING ABOUT LAW

PH

Charles Szypszak  
TuTh, 8:00–9:15am

Are you interested in being a lawyer or public official? Do you know what it means to “think like a lawyer?” Have you considered why people mostly honor the law? Where do you find “the law?” How do judges decide difficult cases? This seminar will explore the notion of a rule of law, formal and customary law, legal analysis, judicial interpretation, and the realities of the adversarial system and law practice. We will consider what makes law seem legitimate and how to assess whether it promotes liberty and justice. This seminar will challenge students to be reflective and critical about their own perspectives and to explore personal responsibility for promoting a rule of law. Students will be engaged in analytical thinking and expression through readings, classroom discussions, and research and writing assignments. Reading materials will include selections from court cases, scholarly articles, and other sources that provide an introduction to the notion of a rule of law, the sources of law that govern us and

protect our individual rights, the nature of legal analysis, the different methods of judicial interpretation, and the realities of law practice and the adversarial system.

*Professor Charles Szypszak has been with the School of Government since 2005. Prior to that, he was an attorney and director of a general practice firm in New Hampshire. He provides counsel to state, national, and international institutions, organizations, and public officials on real property registration and conveyance laws, and he teaches Law for Public Administration in the graduate program in public administration. He has worked on law reforms in Russia and Poland. He is the recipient of the School of Government’s Coates Distinguished Professorship for Teaching Excellence.*

## PSYCHOLOGY

### PSYC 55: CHILDREN’S EYEWITNESS TESTIMONY

SS

Peter Ornstein  
TuTh, 2:00–3:15pm

With increasing frequency, young children are being called upon to provide evidence in legal proceedings, and often it is the testimony of children that is central to the outcome of a case being tried. Children’s testimony is sought regularly in cases that range from divorce and custody disputes in family courts to allegations of sexual abuse in criminal cases. But what is known about the abilities of children to provide accurate information in these types of legal situations? To a great extent, children’s testimony depends upon their abilities to remember previous experiences and to be able to resist the suggestions of others. In this seminar, we will discuss the relevant literature on children’s memory and cognition in the context of a treatment of specific cases—most of which involve allegations of child sexual abuse—that have come to trial. Particular emphasis will be placed on two cases, the relatively recent Little Rascals Day Care case in North Carolina, and the 300-year old Salem Witch Trials.

*Peter A. Ornstein received his Ph.D. from the University of Wisconsin–Madison in 1968 and joined the faculty of the University of North Carolina at Chapel Hill in 1973, where he is now the F. Stuart Chapin Professor of Psychology. A former chair of the Department of Psychology, Dr. Ornstein is a developmental psychologist who has long been interested in cognitive development and its implications for understanding children’s abilities to provide testimony in legal settings. His research focuses on age-related changes in long-term memory for the details of salient personal experiences and the “socialization” of children’s memory skills. Outside of the world of research and teaching, he and his wife enjoy traveling, hiking, and wilderness canoeing.*

### PSYC 61: DRUG ADDICTION: FACT AND FICTION

PL, CI

Rita Fuchs Lokensgard  
TuTh, 9:30–10:45am

Illicit and legally available drugs make the user feel good but also promote the development of physical/psychological dependence. In this biological psychology seminar, we will take a multi-disciplinary approach to learn about the neurobiology of drug addiction with a focus on the following interesting questions: Are media depictions of drug addiction accurate? What are the beneficial and harmful psychological

effects of abused drugs? What has scientific research, using human and animal subjects, revealed about the neurobiology of the “brain on drugs?” Are drug-associated environmental stimuli important in the addiction process? Do most users become addicts? How does our conceptualization of addiction influence treatment and drug policy? Has the “war on drugs” been successful? We will tackle these questions through classroom discussions, lectures, guest lectures, movies, writing assignments, an oral presentation, and a visit to a research lab. In this communication intensive seminar, the critical analysis of methodology used to advance our knowledge about addiction will be emphasized.

*Rita Fuchs Lokensgard (Ph.D., Arizona State University, 2000) is an Assistant Professor in Behavioral Neuroscience within the Department of Psychology. Her passion is to investigate the brain mechanisms through which drug-associated places and objects come to elicit craving and promote drug relapse in drug addicts. She hopes that her research findings will contribute to the development of successful treatments for drug dependence. Her drug of research focus is cocaine and her drug of choice is chocolate.*



*Professor Arne Kalleberg and students from SOCI 89 “The Pursuit of Happiness.”  
Photo by Beth Lawrence.*

### PSYC 89.001: THE SENSES OF ANIMALS

PL

Mark Hollins

TuTh, 11:00am–12:15pm

This seminar deals with the senses of animals. Many animal senses are related to our own, but are either more or less highly developed than ours. For example, falcons have sharper vision than we do, whereas moles are nearly blind. However, some animals possess sensory abilities that we lack entirely, such as the ability to perceive magnetic fields or the polarization of light. We will examine both categories of animal senses, talking about how they work, and how they help animals survive. The seminar is also intended to increase students' understanding of the scientific method, and to help them develop their ability to communicate scientific ideas effectively in speech and writing. Grades will be based primarily on three exams including the final, three written

assignments totaling 10 pages, and two in-class reports.

*Professor Mark Hollins has been interested in perception since his fifth birthday, when he received a “View Master” (toy stereoscope) as a present, and began to wonder how flat pictures could give rise to 3D perception. He has done research on visual perception and the sense of touch, and is currently studying pain perception, which is important because chronic pain is a major public health problem.*

### PSYC 89.002: PSYCHOLOGY OF EMOTION

SS

Kristen Lindquist

MWF, 1:00–1:50pm

This seminar is designed especially for students interested in exploring the psychological study of emotion. Topics will include theoretical models of emotion process and structure, as well as a review of research questions including “Can you read emotions in the faces of other people?” (emotional expressions), “How is emotion expressed in the body?” (autonomic physiology), “Where do emotions live in the brain?” (affective neuroscience), “Is emotion a source of wisdom or the enemy of rationality?” (emotion and reasoning), “Does emotion help or hurt your relationships with other people?” (emotion and social behavior), “Can you control your emotions or do they control you?” (emotion regulation), and “Do emotions keep you healthy or make you sick?” (emotion and health), “Are women really the more emotional sex?” (gender and emotion). A range of perspectives in psychology will be explored, spanning social, cultural, developmental, clinical, cognitive, and comparative psychology disciplines. Cognitive and behavioral neuroscience will also be considered. Mondays and Wednesdays will be interactive lectures and Fridays will be less formal discussions. Friday discussions will be used to explain or demonstrate especially important ideas that will be covered in the following week's lectures, to discuss concepts covered in the assigned readings, and to discuss the “real world” implications of class topics. Students will be evaluated based on exam performance, on a written research proposal, on an oral presentation of the research proposal, and on participation in Friday discussions.

*Dr. Kristen Lindquist is director of the Carolina Affective Science Lab and an Assistant Professor in the Department of Psychology. She received her Ph.D. in Psychology from Boston College and was a post-doctoral fellow at the Harvard University Mind/Brain/Behavior Initiative and the Martinos Center for Biomedical Imaging at the Massachusetts General Hospital. Dr. Lindquist's research uses social cognitive, psychophysiological, and neuroscience methods to understand the nature of human emotion.*

### PSYC 89.003: RACISM, RACIAL IDENTITY, AND AFRICAN AMERICAN MENTAL HEALTH

Enrique Neblett

TuTh, 9:30–10:45am

This seminar examines the connections among racism experiences, racial identity and African American mental health with a focus on African American children, adolescents, and young adults. We begin the seminar with an overview of

foundational themes and theoretical perspectives that inform the study of racism and racial identity as they pertain to African American youth mental health. In the second part of the seminar, we use film, debate and personal reflections to inform an in-depth study of racial identity—the significance and meaning that individuals ascribe to being African American—as a protective factor in the link between racism and poor mental health outcomes for African American youth. Finally, we conclude the seminar with a discussion of current topics, controversies, and recent advances in the field. Throughout the seminar, a primary objective will be to consider diverse perspectives regarding how our knowledge and understanding of racism and racial identity has evolved over time and how the psychological experiences of African Americans can be used to promote African American mental health and wellness.

*Enrique W. Neblett, Jr. is an assistant professor of Psychology and Lab Director of the African American Youth Wellness Laboratory at the University of North Carolina at Chapel Hill. He received his Ph.D. in Psychology from the University of Michigan and completed a postdoctoral fellowship funded by the National Science Foundation at Howard University. Inspired by Kenneth and Mamie Clark's famous "doll study," Dr. Neblett's research examines the association between racism-related stress and health in African American and ethnic minority youth, with a focus on racial and ethnic protective factors and mechanisms that promote youth well-being. His work has been published in prominent scholarly outlets, and he has been recognized by the Department of Psychology on numerous occasions for teaching excellence.*

## RELIGIOUS STUDIES

### RELI 63: THE ARCHAEOLOGY OF QUMRAN AND THE DEAD SEA SCROLLS

HS, WB

Jodi Magness  
MW, 5:00–6:15pm

The Dead Sea Scrolls have been described as the most important archaeological discovery of the 20<sup>th</sup> century. The first scrolls were discovered in 1947, in a cave near the site of Qumran by the Dead Sea. Eventually the remains of over 900 scrolls were found in 11 caves around Qumran. The scrolls date to the time of Jesus and include the earliest preserved copies of the Hebrew Bible (Old Testament). They were deposited in the caves by members of a Jewish sect called the Essenes who lived at Qumran. In this seminar we discuss the archaeology of the site of Qumran and the contents of the Dead Sea Scrolls, which have been the subject of much controversy and speculation.

*Jodi Magness is the Kenan Distinguished Professor for Teaching Excellence in Early Judaism. Before coming to UNC-Chapel Hill in 2002, she taught at Tufts University for ten years. Professor Magness received her B.A. in Archaeology from the Hebrew University of Jerusalem and her Ph.D. in Classical Archaeology from the University of Pennsylvania. She has participated on numerous excavations in Israel and Greece, and currently co-directs excavations at Huqoq in Israel. Professor Magness' publications include a book entitled The Archaeology of Qumran and the Dead Sea Scrolls (2002).*

### RELI 70: JESUS IN SCHOLARSHIP AND FILM

SS

Bart Ehrman  
M, 9:00–11:50am

This seminar will examine how historians have reconstructed the life, teachings, and death of the historical Jesus. We will look at the Gospels of the New Testament, as well as references to Jesus in other writings (Roman and Jewish sources, as well as Gospels that did not make it into the New Testament). In addition, we will explore how Jesus has been portrayed in modern film, including such Biblical "epics" as *The Greatest Story Ever Told*, such "period pieces" as *Jesus Christ Superstar*, such brilliant retellings as *Jesus of Montreal*, and such controversial films as *The Last Temptation of Christ*, and *The Passion of the Christ*. The ultimate goals of the seminar are to see what we can say about the historical man Jesus himself and how Jesus came to be portrayed in both ancient sources and modern imagination.

*Bart Ehrman is the James A. Gray Distinguished Professor of Religious Studies. He has taught at Carolina since 1988. He is author or editor of fourteen books, and is widely regarded as a leading expert on the New Testament and the history of the early Christian church. He is also a well-known teacher on campus, having won the Undergraduate Students Teaching Award and the Bowman and Gordon Gray Award for Excellence in Undergraduate Teaching.*

## ROMANCE LANGUAGES AND LITERATURES

### ROML 55H: WRITING WITH AN ACCENT: LATINO LITERATURE AND CULTURE (HONORS)

LA

Rosa Perelmuter  
TuTh, 3:30–4:45pm

In this seminar we will study the literary production of Hispanics living in the U.S. Using a variety of materials (essays, documentaries, films, music) and English-language texts (novels, short stories, plays, poetry) we will examine works by Chicano, Puertorican, Nuyorican, Dominican, and Cuban-American writers. Topics to be discussed include: Latino or Hispanic? What's in a Name?; Negotiating the Barrio; The politics of Bilingualism; The search for Home in Migrant, Rural, and Urban Environments; The Many Faces of Machismo; Religion and Spirituality in Latino Communities; Forms of Prejudice and Discrimination, Music as a Cultural Bridge. All readings will be in English though knowledge of Spanish is welcomed.

*Dr. Perelmuter joined the Department of Romance Languages and Literatures at Carolina in 1978, and is Professor of Spanish and Director of the Moore Undergraduate Research Apprenticeship Program. She has held several fellowships, including two Pogue Foundation Research Leaves and a National Endowment for the Humanities summer grant. Her first book, Noche intelectual, a study of Sor Juana Inés de la Cruz's *Primero sueño*, was published by the Universidad Autónoma de México Press in 1982, and her second, Los límites*

de la femineidad en Sor Juana Inés de la Cruz: Estrategias retóricas y recepción literaria, was published in Madrid/Frankfurt by Iberoamericana/Vervuert in 2004. Since then, she has continued to think and write about Sor Juana and other writers of Colonial Spanish America, and is currently at work on a book-length study of the description of nature in epic poems written in Spanish America in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

## ROML 56: ITALIANS IN SEARCH OF HARMONY

LA

Ennio Rao

TuTh, 11:00am–12:15pm

This seminar explores the concept of harmony in selected Italian writers, from Dante to contemporary writers. In the 14<sup>th</sup> 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. Students will be reading and discussing works by Dante, Petrarch, Leopardi, Pirandello, Vittorini and Moravia, and will view films by Antonioni and Bertolucci. They will also be divided into groups and invited to produce an original work (theatrical, cinematic, literary, artistic, etc.) that illustrates the concept of harmony.

*Ennio Rao is Professor of Italian and Director of Graduate Studies in the Department of Romance Languages. He earned his Ph.D. at Columbia University, concentrating in the Classics and Italian Renaissance literature. In his years at Carolina he has received a Tanner Award for excellence in undergraduate teaching and taught a wide range of courses, spanning such areas as the humanist invective, Italian chivalric literature, Renaissance theater, the history of the Italian language, and Italian dialectology. He is currently studying the revival of Epicureanism in 15<sup>th</sup>-century Italy.*

## ROML 89H: SEX AND THE SEXUALLY TRANSGRESSIVE IN RENAISSANCE EUROPEAN LITERATURE (HONORS)

LA, NA

Lucia Binotti

TuTh, 2:00–3:15pm

This seminar challenges the veiled prejudice in academic circles that considers overt eroticism to be a minor genre or mode, of interest only in terms of language and customs, but without literary merit. We will devote part of the seminar to the close reading of both canonical and lesser-known poetry and prose of the 16<sup>th</sup> and 17<sup>th</sup> century where the treatment and interpretation of sex is primary. Texts will be discussed in terms of their literary tradition (popular or cultured), sources and influences (the Arabic erotic literary tradition

or classical carnal poetry such as Ovid's and Catullus'), language, structure, rhetoric, the particular nature of their eroticism, degree of explicitness, and, especially, tone. After this exchange of ideas we discuss how each epoch, or even generation and/or movement, deals with the physical in a different way and establishes distinct limits on its expression.

*Professor Lucia Binotti's research crosses the borders between literary criticism and cultural history. She works on Spanish Renaissance material and cultural history and on the mechanisms that construct linguistic and cultural identity. She has worked on linguistic theories on the origin and development of the vernaculars, on the establishment of historiography as a discipline, and on the strategies that were used to synthesize the civic values of the Italian Renaissance into the ideological tenets of the Spanish Empire. Her new book project analyzes the discourses and rituals that constituted illicit, transgressive sexuality among early modern Spanish elites.*

## SLAVIC LANGUAGES AND LITERATURES

### SLAV 88H: GENDER AND FICTION IN CENTRAL AND EASTERN EUROPE (HONORS)

LA, BN

Ewa Wampuszyc

MWF, 9:00–9:50am

Studying culture through the prism of gender can be a great introduction to a region like Central and Eastern Europe. In this seminar, we will have a chance to explore definitions of “masculine” and “feminine” in fiction, film, and essays by and about women from Croatia, Czech Republic, Hungary, Poland, and Romania. We will discuss how gender concepts shed light on self-identity, nationalism, private property, public spaces, values, ethics, political dissent and oppression, and consumerism. We will consider the connection between the 19<sup>th</sup> century “Woman Question” and nationalism. We will study how communist ideology promised gender equality, but failed. We will discuss perceptions of gender and consumerism after the fall of communism. Students will learn how political and economic transition affected Central/Eastern Europe; about everyday life under communism; about the geography of Central and Eastern Europe; and how the language and discourses we use shapes our world view. Student progress and grades will be assessed through class participation, a group presentation, and writing assignments (ranging from short responses to a longer paper).

*Ewa Wampuszyc is happy to be starting her fourth year at UNC as a faculty member in the Department of Germanic and Slavic Languages and Literatures. She received her Ph.D. in 2004 from the University of Michigan. Before coming to UNC, she taught courses in literature, language, and European studies at the University of Florida. Her enthusiasm for teaching was awarded at both Michigan and Florida. Dr. W.'s research interests include: representations of Warsaw in literature and film, cultural capital as it relates to economic capital, post-communist cultural transformation, 19<sup>th</sup> century and 20<sup>th</sup> century Polish literature and culture, and foreign language teaching. While she has many outside interests, she enjoys her work so much that she also considers it a hobby.*

## SOCIOLOGY

## SOCI 64: EQUALITY OF EDUCATIONAL OPPORTUNITY THEN AND NOW

SS

Karolyn Tyson

TuTh, 11:00am–12:15pm

The 1954 *Brown v. Board of Education of Topeka* case centered on one of the most significant and controversial issues in American public education: equality of educational opportunity. As we near the 60<sup>th</sup> anniversary of this historic Supreme Court decision, this seminar will use a sociological lens to examine in depth the social conditions that precipitated the case, other relevant court decisions, the changing definitions of race, and the educational landscape over the past 59 years. Topics include de jure and de facto segregation, busing, between-school segregation, tracking and ability grouping, the black-white achievement gap, and residential segregation. Students will read historical and contemporary accounts and research reports on the move and progress toward equality of educational opportunity, view films related to the topic, conduct original research exploring the schooling experiences of contemporary American youth, and prepare an oral presentation and research paper.

*Karolyn Tyson is Associate Professor in the Department of Sociology. She earned her doctorate in sociology in 1999 from the University of California at Berkeley. Her main fields of interest are sociology of education, social psychology, and social inequality. Dr. Tyson's publications have addressed such topics as how schools reproduce social inequality and the role of the schooling experience in the development of attitudes toward school. Her overall program of research centers on understanding how cultural, structural, and individual-level factors affect school achievement and contribute to unequal educational outcomes.*

## SOCI 69: HUMAN SOCIETIES AND GENOMICS

SS

Guang Guo

TuTh, 9:30–10:45am

The seminar focuses on how advances in molecular genomics over the past decades benefit sociology and other social sciences. Topics include an introduction to traditional biometrics (inferring genetic influences using genetically related individuals without using molecular information); an introduction to basic principles of molecular genetics; joint influences of social contexts and genetic heritage to human behaviors; history of human evolution and contemporary race/ethnicity; evolutionary psychology; sex, gender, and genomics; ethical, legal, and social issues in genetic studies (ELSI); genetic testing; and epigenetics—the potential links between genes and environment. To make the seminar accessible to students in social sciences, it does not have prerequisites, but familiarity with basic genetics or a social science field is helpful. The seminar does not focus on technical details of genomics, but on the main ideas. Students will be reading book chapters and mainly original

articles published in contemporary scientific journals before classes, and presenting and discussing these articles in class. Students will write short summaries of the articles they read, present articles and lead discussion on these articles in class, take a midterm exam, and write a review essay.

*Guang Guo is Dr. George and Alice Welsh Distinguished Professor in the Department of Sociology. He earned his doctorate in sociology at Princeton University and his undergraduate economics degree from the Tianjin Institute of Finance and Economics in China. In his work, he uses the tools in human genomics for understanding human societies. He examines how genes and social contexts interact to influence youth's delinquency, what roles genomics play in human social networks, what roles genomics play in human marriages.*

## STATISTICS AND OPERATIONS RESEARCH

## STOR 62: PROBABILITY AND PARADOXES

QI

Douglas Kelly

TuTh, 3:30–4:45pm

Did you know the following? Among 40 randomly chosen people, it is very likely that two of them will have the same birthday, and even with only 23 people, the chance of a match is better than 50%. A test for a disease may be 99% accurate, and yet if you test positive, your probability of having the disease may be only 10%. It is possible for baseball player A to have a higher batting average than player B for the first half of the season, and also for the second half of the season, but for player B to have a higher average for the whole season. In mathematics there are either true statements that can never be proved, or false statements that can be proved true, or both. There are competitive situations in which it is in everyone's advantage to act selfishly, but everyone does better if all act cooperatively. Mathematics and logic, in particular the theory of probability, are powerful tools for understanding the world around us, but they lead to some surprising conclusions, as in the examples above. Studying such surprises adds to our understanding of randomness, logic, and behavior. In this seminar, we will look at these and other seeming paradoxes, and learn how thinkers in various fields try to explain them. No previous knowledge of mathematics beyond basic algebra is required. Grades are based on class participation, a few written assignments, and an end-of-term project.

*Douglas G. Kelly has taught statistics, operations research, and mathematics at UNC for over 40 years, and is a full-time faculty member in the Department of Statistics and Operations Research. Previously he served as Chair of the Department of Statistics and later as the Senior Associate Dean for the Sciences in the College of Arts and Sciences. His research interests have centered on the concept of randomness, and on how the study of random phenomena can shed light on other areas of science. He has worked in recent years as a collaborator with neuroscientists, and currently is interested in studying models of the evolution of cooperative behavior. Outside his professional life he is interested in, among other things, music and baseball.*

## STOR 64: A RANDOM WALK DOWN WALL STREET

QI

Chuanshu Ji

TuTh, 2:00–3:15pm

The ups and downs of many stocks, bonds, and mutual funds in the past few years have made a significant impact on our society. Accordingly, a good understanding of financial markets becomes a necessary part of our education. This seminar is intended to provide students with a multimedia platform on which they can learn some basic concepts in finance and economics, useful tools for collecting and summarizing financial data, and simple probability models for quantification of the market uncertainty. Students will actively participate in the seminar's organization. A number of small projects will be assigned to students, supervised by the instructor. The projects include data analysis using Excel, experimentation of simple investment strategies and portfolios through "virtual trading," discussions on the performance of those portfolios and related probability calculation. Students will present what they conduct in the assigned projects. Grades will be based on students' performance in their homework, projects, and presentations.

*Chuanshu Ji joined the Department of Statistics and Operations Research after getting his Ph.D. in 1988 from Columbia University. Ji's research involves using statistics to quantify uncertainty and randomness in various problems in natural and social science. One example is to understand patterns of stock markets and predict their behaviors, where it becomes useful to present financial data graphically and run related computer simulation. He also teaches statistics and probability courses at undergraduate and graduate levels.*

## WOMEN'S AND GENDER STUDIES

### WMST 64: PLANTATION LULLABIES: LITERATURE BY AND ABOUT AFRICAN AMERICAN WOMEN

LA, NA

Tanya Shields

TuTh, 11:00am–12:15pm

Have you ever had historical déjà vu? Were you ever struck by historical images in contemporary places? If not, you might be surprised to know how much of the past is hidden in plain sight. This seminar offers analytical strategies for understanding different ways that plantation culture was represented metaphorically in the 19<sup>th</sup> and 20<sup>th</sup> centuries with a view to understanding how it continues to manifest itself today with a particular emphasis on women's experiences. We will explore the idea of the plantation as a physical place, an often-nostalgic idea, and a lasting economic system. We will journey through poetry, film, literature, and music to see how these echoes appear in various women's texts from the U.S. and the Caribbean. We will consider how our own identities inform our reactions to these texts and our broader environment. The final project for the seminar asks students to create their own plantation narratives—an engaging assignment that brings together history, storytelling, and analytic ability.

*Tanya Shields is an Assistant Professor in the Department of Women's and Gender Studies. Dr. Shields believes that teaching should engage students' everyday lives by helping them make connections between the past and the present. Her research area is the Caribbean, specifically literature and its role in Caribbean belonging.*



*Students from WMST 64 on a tour of the black presence on campus. Photo by Beth Lawrence.*

### WMST 68: ASSUMED IDENTITIES: PERFORMANCE IN PHOTOGRAPHY

VP

Susan Harbage Page

M, 3:30–6:15pm

Have you ever made a "selfie" and posted it on the internet? What image of yourself were you trying to reinforce? This seminar uses photography and its aspects of role-playing, performance, and documentation to understand the construction of identity and the changing roles that we take on in society. We will look at historical and contemporary photographers who use assumed identities to create their own realities and challenge society's stereotypes. Through a series of photographic self-portraits and performative experiences we will query our own identities and how they have been constructed. No specific camera equipment required. You may use any camera you have access to including smart phones for this seminar.

*Susan Harbage Page is an Assistant Professor in the Department of Women's and Gender Studies. Harbage Page is a visual artist with a background in photography and lens-based work that explores immigration, race, and gender. Her most recent work is an archeological look at the U.S.-Mexico Border through photography and site-specific art interventions.*



*"Professor Shields helped push me past my high school limits. She challenged me to escape the high school mindset and enter into the academic difficulty of Carolina."*

—Chelsea T.



# Course Checklist

FALL 2013

*It's a tough choice, so here's a checklist to get organized. Select your favorite seminars and add them to your Registration Shopping Cart in ConnectCarolina.*

- AAAD 50: Defining Blackness (*McMillan*)
- AAAD 51: Masquerades of Blackness (*Register*)
- AAAD 52: Kings, Presidents, and Generals (*Selassie*)
- AMST 89: Native American Artists (*Tone-Pah-Hote*)
- ANTH 53H: Darwin's Dangerous Idea (*Leslie*)
- ANTH 54: The Indians' New Worlds (*Scarry*)
- ANTH 61: Deep Economies (*Colloredo-Mansfeld*)
- ANTH 64: Public Archaeology in Bronzeville (*Agbe-Davies*)
- ARTH 54H: Art, War, and Revolution (*Sherman*)
- ARTH 55H: Art, Gender and Power in Europe (*String*)
- ARTS 50: The Artistic Temperament (*Hirschfeld*)
- ASIA 62: Women and Spirituality in Turkey (*Zülfikar*)
- ASIA 63: Japanese Tea Culture (*Pitelka*)
- CHEM 73: The Broad Scope of Nuclear Chemistry (*Austell*)
- CLAS 56: Women and Men in Euripides (*Goslin*)
- CLAS 71H: The Architecture of Empire (*Gates-Foster*)
- CLAS 89: The Politics of Persuasion (*Grillo*)
- COMM 53: Collective Leadership Models (*Parker*)
- COMM 89: Understanding Place through Rhetoric (*Balthrop*)
- COMP 60: Robotics with LEGO® (*Fuchs*)
- COMP 89: Everyday Computing (*Lin*)
- DRAM 81H: Staging America: The American Drama (*Kable*)
- DRAM 83: Spectacle in the Theatre (*Navalinsky*)
- DRAM 87H: Style: A Mode of Expression (*Coble*)
- DRAM 88: Ecology and Performance (*O'Brien*)
- DRAM 89: Fundamentals of Acting and Playwriting (*Perry*)
- ENGL 53: Slavery and Freedom (*Andrews*)
- ENGL 72: Literature of 9/11 (*Anuja*)
- ENGL 75: Interpreting the South from Manuscripts (*Eble, Brown*)
- ENGL 85H: Economic Saints and Villains (*Kendall*)
- ENGL 87: Jane Austen, Then and Now (*Moskal*)
- ENGL 89: Imagining the Future (*Taylor*)
- ENGL 89H.1: Reading & Writing Women's Lives (*Danielewicz*)
- ENGL 89H.2: Horror (*Curtain*)
- EXSS 51: Human Performance and Sport (*Stroman*)
- FOLK 77: The Poetic Roots of Hip-Hop (*Hinson*)
- GEOG 56: Local Places in a Globalizing World (*Cravey*)
- GEOG 64: Historical Geography of Vietnam (*Lentz*)
- GEOL 72H: Field Geology of Eastern California (*Coleman*)
- HIST 72H: 20<sup>th</sup> Century European History (*Hagemann*)
- HIST 89: The Mughals of India (*Flatt*)
- HIST 89H: Water in the Middle East (*Shields*)
- IDST 89: Magic, Religion, and Science (*Pfennig*)
- INLS 89: Social Movements & New Media (*Tufekcioglu*)
- JOMC 89: Entrepreneurism in American Journalism (*Gullory*)
- MASC 55: Change in the Coastal Ocean (*Martens*)
- MASC 57: "The Sound of Music," "The Perfect Storm" (*Scotti*)
- MATH 58: Math, Art, and the Human Experience (*McCombs*)
- MATH 62H: Combinatorics (*Cherednik*)
- MATH 89: The Science of the Connected World (*Mucha*)
- MUSC 65: Music and Culture (*Kang, Moeser*)
- MUSC 89: Marketing Music (*Ndaliko*)
- MUSC 89H: Digital Isabella d'Este (*MacNeil*)

*continued on back cover*



# Course Checklist

FALL 2013

- |  |  |
|--|--|
| <input type="checkbox"/> PHIL 51: Who Was Socrates? ( <i>Leunissen</i> )                       | <input type="checkbox"/> SLAV 88H: Gender and Fiction in Central Europe ( <i>Wampuszye</i> ) |
| <input type="checkbox"/> PHIL 55: Paradoxes ( <i>Simmons</i> )                                 | <input type="checkbox"/> SOCI 64: Equality of Educational Opportunity ( <i>Tyson</i> )       |
| <input type="checkbox"/> PHIL 57: Race and Affirmative Action ( <i>Boxill</i> )                | <input type="checkbox"/> SOCI 69: Human Societies and Genomics ( <i>Guo</i> )                |
| <input type="checkbox"/> PHIL 66: Ethics: Theoretical and Practical ( <i>Hill</i> )            | <input type="checkbox"/> STOR 62: Probability and Paradoxes ( <i>Kelly</i> )                 |
| <input type="checkbox"/> PHIL 89: Proofs of the Existence of God ( <i>MacLean</i> )            | <input type="checkbox"/> STOR 64: A Walk Down Wall Street ( <i>Ji</i> )                      |
| <input type="checkbox"/> PHYS 52: Making the Right Connections ( <i>Karwowski</i> )            | <input type="checkbox"/> WMST 64: Plantation Lullabies ( <i>Shields</i> )                    |
| <input type="checkbox"/> PLAN 53: The Changing American Job ( <i>Lowe</i> )                    | <input type="checkbox"/> WMST 68: Performance in Photography ( <i>Page</i> )                 |
| <input type="checkbox"/> PLAN 55: Sustainable Cities ( <i>BenDor</i> )                         | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PLCY 70: National Policy: Who Sets the Agenda? ( <i>Carter</i> )      | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 50: Movies and Politics ( <i>Conover</i> )                       | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 62: Power Politics ( <i>Sullivan</i> )                           | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 63: Social Movements and Political Protest ( <i>Chen</i> )       | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 71: Politics of Race, Ethnicity, Language... ( <i>Benjamin</i> ) | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 89.1: Lobbying & Power in Washington ( <i>Baumgartner</i> )      | <input type="checkbox"/> _____   |
| <input type="checkbox"/> POLI 89.3: Thinking about Law ( <i>Szybszak</i> )                     | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PSYC 55: Children's Eyewitness Testimony ( <i>Ornstein</i> )          | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PSYC 61: Drug Addiction: Fact and Fiction ( <i>Lokensgard</i> )       | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PSYC 89.1: The Senses of Animals ( <i>Hollins</i> )                   | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PSYC 89.2: Psychology of Emotion ( <i>Lindquist</i> )                 | <input type="checkbox"/> _____   |
| <input type="checkbox"/> PSYC 89.3: Racism and Racial Identity ( <i>Neblett</i> )              | <input type="checkbox"/> _____   |
| <input type="checkbox"/> RELI 63: Archaeology of Qumran ( <i>Magness</i> )                     | <input type="checkbox"/> _____   |
| <input type="checkbox"/> RELI 70: Jesus in Scholarship and Film ( <i>Ehrman</i> )              | <input type="checkbox"/> _____   |
| <input type="checkbox"/> ROML 55H: Latino Literature and Culture ( <i>Perelmuter</i> )         | <input type="checkbox"/> _____   |
| <input type="checkbox"/> ROML 56: Italians in Search of Harmony ( <i>Rao</i> )                 | <input type="checkbox"/> _____   |
| <input type="checkbox"/> ROML 89H: Sex in Renaissance European Literature ( <i>Binotti</i> )   | <input type="checkbox"/> _____   |

Please consult [ConnectCarolina](http://ConnectCarolina.com) for the most up-to-date information about FYS offerings and availability.